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ABSTRACT

This manual is intended to assist in the development of programs in vocational English as a Second Language (VESL) for limited-English-speaking individuals working as school custodians. The manual describes steps in program development, offers methods for needs assessment, specifies instructional objectives, discusses techniques for lesson planning, outlines a curriculum, provides reproducible hands-on classroom activities designed to practice the concept within the curriculum and to trigger teachers' imaginations, and offer general and specific resources. Units in the curriculum are described in detail for the teacher, including dialogues, visual aids, class exercises, and directions for material development and classroom activities. Unit topics include giving and taking directions, making phone calls, interacting with co-workers, reporting emergencies, receiving criticism and praise, and understanding personnel information. A seven-page, partially annotated bibliography of supplementary instructional materials, VESL resources, texts, and other resources is included. Appendixes contain publicity materials; needs assessment forms to be completed by workers and supervisors; a languae test; and a variety of teacher and student forms, including evaluation questionnaires. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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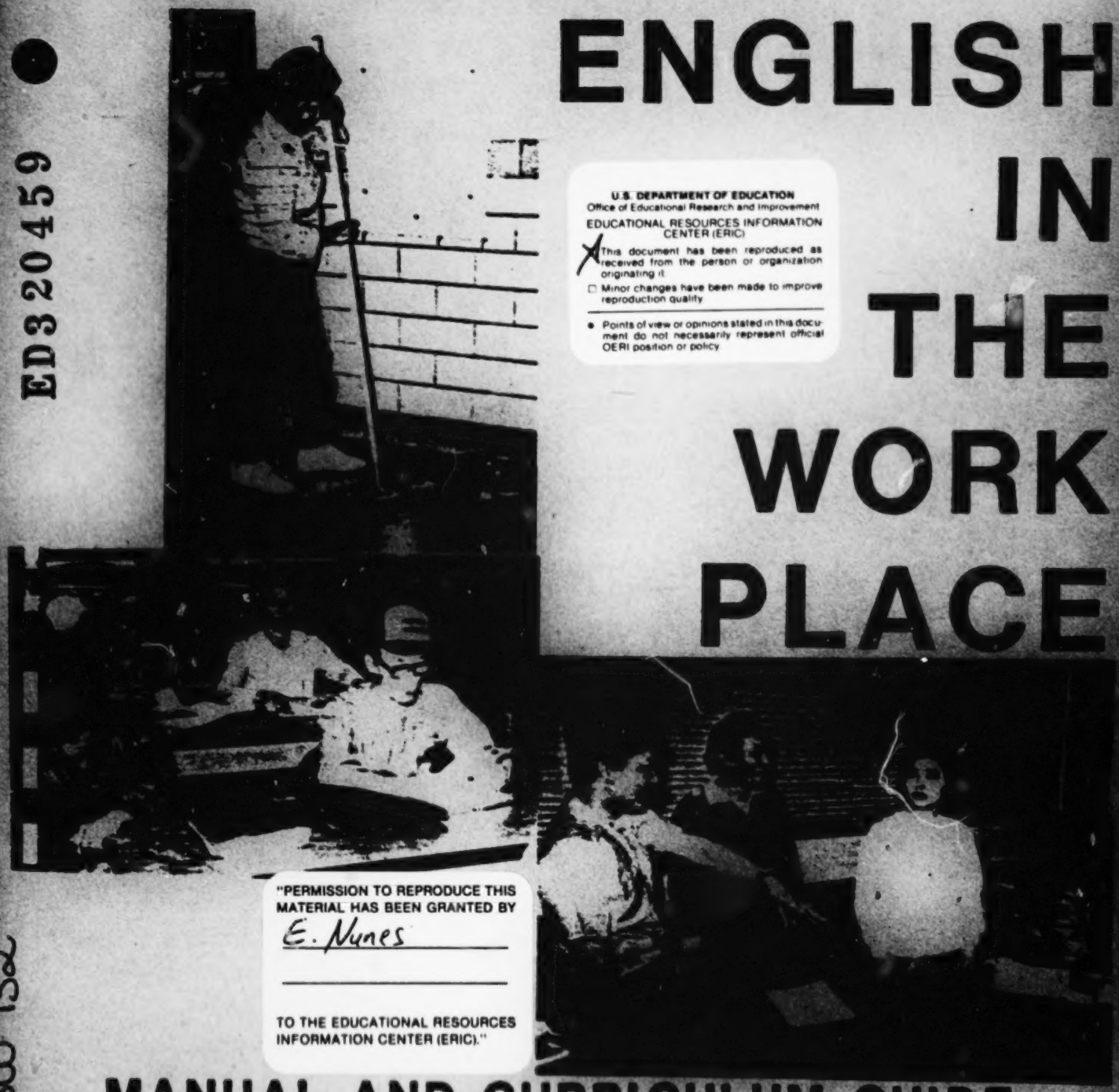
ENGLISH IN THE WORK PLACE



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MANUAL AND CURRICULUM GUIDE

FAIRFAX COUNTY PUBLIC SCHOOLS

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ENGLISH IN THE WORK PLACE

for school custodians

Manual and Curriculum Guide

by

Jane Cruz	English in the Work Place Coordinator Project Lead Teacher
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ENGLISH IN THE WORK PLACE

Fairfax County Public Schools

Office of Adult and Community Education

7510 Lisle Ave.

Falls Church, Virginia 22043

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TABLE OF CONTENTS

Acknowledgements..... page v

Introduction..... page 1

Steps in Setting Up An EWP Program..... page 2

Instructional Objectives..... page 10

Lesson Plans..... page 13

Units

- Giving and Taking Directions..... page 19
- Making Phone Calls..... page 53
- Interacting with Co-workers..... page 63
- Reporting Emergencies..... page 83
- Receiving Criticism and Praise..... page 99
- Understanding Personnel Information..... page 111

Bibliography..... page 126

Appendices..... page 135

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INTRODUCTION

INTRODUCTION

The recent influx of immigrants and refugees combined with the expansion of jobs in business and industry as well as public institutions has created a swelling workforce of limited English proficient (LEP) adults. However, once the LEP adults do become employed, it is usually at entry level positions. Once on the job, the LEP worker's limited ability to communicate effectively on a day-to-day basis with supervisors, co-workers, and customers has a negative effect on job retention and promotion. Job-related language training for the LEP employees is essential for these newest members of our community to become contributors to society. Job-specific English taught at the workplace is the most effective and efficient solution to this urgent need.

In addition to reaching these adults when and where they need it most, English in the Workplace (EWP) offers an opportunity to combine the resources of adult education programs with those of business and industry to meet this need.

This manual and curriculum guide will describe the steps in the development of an English in the Workplace program for custodian workers, offer methods for needs assessment, outline a curriculum, provide reproducible hands-on classroom activities designed to practice the concepts of the curriculum and to trigger teachers' imaginations, and offer general and specific resources.

We hope you enjoy using these materials as much as we enjoyed preparing them and our students enjoyed communicating with them.

Steps in Setting Up an EWP Program

In setting up an EWP program there is a general progression of tasks to remember; however, each program will be different by virtue of tailoring the program to each employer's needs. The following is a brief outline of the steps to take to ensure a comprehensive program designed specifically to particular worksites.

1. First, of course, there must be the first contact between the educational institution and a representative from the industry. This can be initiated by the industry or by the EWP coordinator from the school. If there are EWP programs already in place or developing, the EWP coordinator can design a flier as a marketing tool and aggressively seek contracts in various business areas. (See Appendix A) On the other hand, because of the quantity of limited English proficient (LEP) adults in the workforce now, many businesses are seeking a means to improve the workers' communication skills. Consequently, they often contact the educational institution for help.

2. Once the contact between the EWP coordinator and management has been initiated, contract negotiations will follow. In preparing a contract the EWP coordinator should consider several things.

    a. There are three time arrangements possible: Classes all on paid work time, all on employees' time, or 1/2 paid time and 1/2 employees' time. Probably the least feasible is conducting classes on employees' time. Child care constraints and family obligations interfere with attendance. But employers often find it too difficult in terms of decreased labor force to release employees 1 1/2 to 2 hours two to three times a week. Therefore, the half-half situation has been a successful option.

b. Classes should be no less than three hours a week, held two times a week. Otherwise value of the instructional contact is decreased.

c. If the business employs a large number of LEP adults, the EWP coordinator should consider the level of the students and suggest two or three classes to accommodate differing levels of language acquisition.

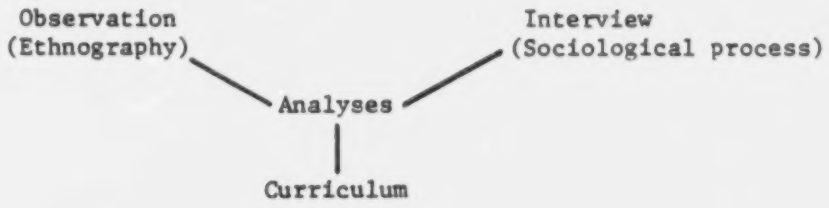
d. Providing cross-cultural training to the managers and supervisors in conjunction with the English classes for the employees gives the managers/supervisors tools to work more effectively with the employees and to understand, follow, and reinforce the language training. The two areas of training complement and enhance each other. Supervisors become more willing to interface with their employees and practice what they are learning. Cross-cultural training can consist of a discussion of cultural interference problems (an employee nodding "yes" when she doesn't understand, different time concepts, telephoning procedures, etc.) and how to deal with those interferences; cultural awareness or sensitivity exercises (See Appendix B); and a general discussion of how to work with different cultures, maintain everyone's dignity, and stress the cultural importance of certain actions.

e. The EWP coordinator needs to include sufficient time in the contract for on-site observations, materials development, and final project evaluation.

3. The manager or industry contact informs all supervisors and employees of the English language training and the cross-cultural training. (See Appendix C)

4. The manager or industry contact finds a suitable room/space for the classes.

5. The EWP instructor and/or coordinator conduct extensive observations at the worksite, prepare needs assessments for the supervisors and the employees, and determine the communication network of the employees. Once all this information is compiled, the instructor and coordinator will have an ethnography of the job site and will be able to design an appropriate curriculum and accompanying lesson plans.



In conducting an ethnography the observers go into the workplace and follow LEP employees as well as native English speaking employees. They write down types of interactions and some of the language. They tape record everything. Take copious notes. They watch non-verbal behavior and note it. They look at the social relationships. They look for the functions of language, grammar,cultural behavior, specific vocabulary. They document all the information about the speakers: age, ethnicity, sex, position. They take note of the environment - is it noisy? cold? etc. The purpose is to capture the general work environment and the people and interactions in it.

After several observations the instructor and coordinator will know the language used in routine social interaction - where, when, and with whom it is used; the language used specifically for the job - responding to instructions, making requests; the language used for inquiring about formal procedures -

holidays, unions, calling in, and the language used for mobility - carrving messages, using the phone, initiating conversation.

In conjunction with the observations, the instructor and coordinator conduct oral interviews and written questionnaires of the supervisors at the worksite. They also conduct interviews of the employees, but not on the job.

The instructors ask the supervisors "how" questions so they can distinguish the processes the supervisors use in communication.

i.e.: How do you retell workers when they don't understand?

How do you complain about poor workmanship?

From these "how" questions you get "do" questions. "How" questions are less threatening to supervisors. In addition to the interview, the instructor can ask the supervisor to complete a questionnaire designed to ascertain complaints. (See Appendix D-1)

Simultaneously the instructors can interview the employees, but preferably not on the job. The instructor needs to watch and record on the job. These questions can be asked in a group:

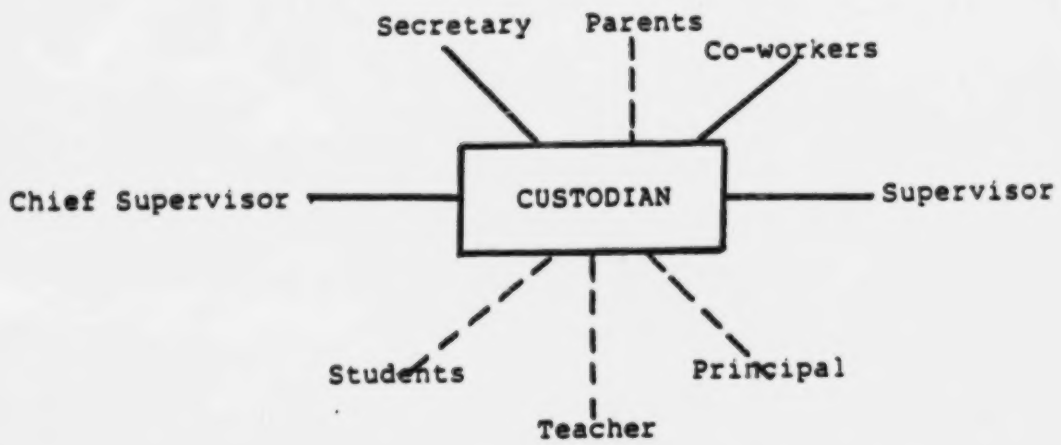
* Do you speak English on the job? About what?
* What do you do if your machine breaks down?
* Who did you speak to today in English on the job? About what?
* What did you read to do your job today? Did you read the same thing yesterday? Last week?

In addition to the oral interview, the instructors can ask the employees to complete a needs-assessment questionnaire. (See Appendix D-2)

Once the instructor and coordinator have gathered all this information, they can prepare a communications network and a grid of the language functions,

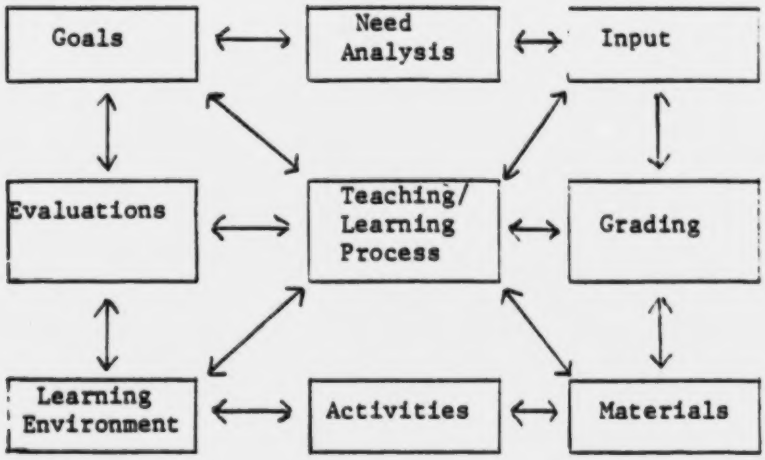
grammar, vocabulary, and cultural points specific to the employee's job. It must be remembered, also, that the employee has a life outside of the workplace that impacts on his job and his functioning in that job. The English taught, therefore, should be within the context of his adult life as a contributor to the work force, to his family and children, and to society.

The communications network may look like this:



The solid lines indicate crucial communication, those people with whom the employee speaks every day. The dotted lines indicate secondary communication representing occasional interaction.

Synthesizing this information the instructor and coordinator can develop the curriculum, design lesson plans, acquire materials, and initiate classes. The process can be illustrated by the following visual.



6. The instructor and coordinator pre-test the participants to determine their level of language acquisition and their needs. For the Fairfax County Public School project the Bilingual Vocational Oral Proficiency Test (BVOPT) was used, but the project teachers considered it an inappropriate assessment tool. (See Appendix E) It did not test the language and the skills stressed in the curriculum.

7. The industry contact supplies work-related memos, floor plans, manuals, personnel policies, announcements, company organizational chart, forms, tools, and anything else as requested.

8. After compiling the data from the ethnographies, the interviews, the questionnaires, the work-related materials, and the results of the pre-test, the instructor and coordinator, in collaboration with industry personnel, design a curriculum specific to the needs of the particular workers.

9. The instructor and coordinator develop appropriate materials for the class.

10. The instructor begins the classes.

11. The coordinator provides the first cross-cultural training seminar for the supervisors.

12. The instructor maintains regular contact with the supervisors, giving and getting continuous feedback, asking for suggestions. S/he also encourages the supervisors to practice what the students/employees are learning.

13. The instructor and the coordinator do the "paperwork" necessary for the project, including attendance reports and progress reports (See Appendix F)

14. Toward the end of the contract period the coordinator conducts the second cross-cultural training seminar targeting concerns that have arisen during the language training.

15. The instructor and the coordinator post-test the participants and issue a questionnaire to the supervisors and a questionnaire to the students to assess the value and impact of the training. (See Appendix G)

16. Depending on the supervisors and the length of the course, the business and/or educational institution can host a recognition ceremony or a social for the participants. (See Appendix H)

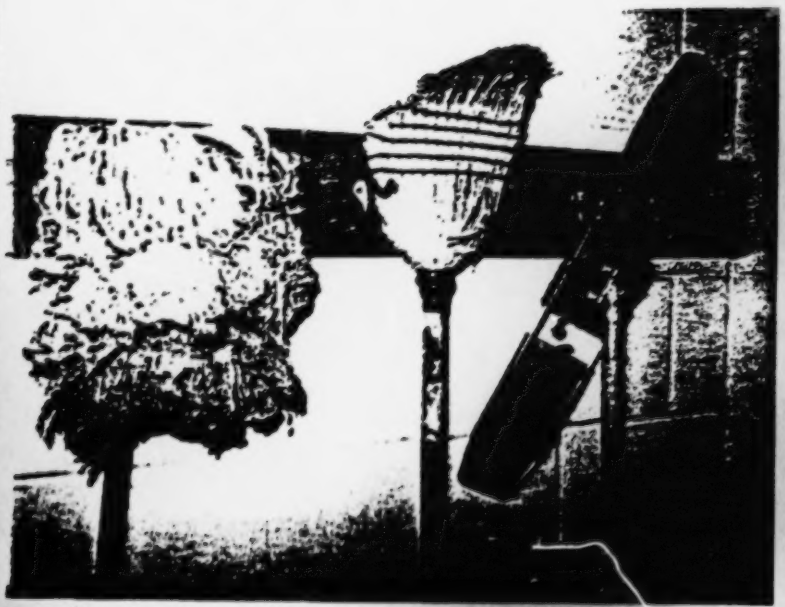
17. The instructor and coordinator write a final report with information solicited from the supervisors, students, and management and ascertained from the post-training evaluations.

RECOGNITION CEREMONY FOR TRAINING PARTICIPANTS

Instructional Objectives

Fairfax County Public Schools (FCPS) Office of Adult and Community Education contracted with FCPS Office of Planning and Organizational Development to provide English as a Second Language training to 75 custodians and other support services personnel whose first language is not English. Based on the project teachers' observations and needs assessment, the following chart of instructional objectives was developed. Six topic areas were isolated to be developed in the curriculum: 1) giving and taking directions; 2) making phone calls; 3) interacting with co-workers; 4) reporting emergencies; 5) responding to criticism and praise; a nd 6) understanding company policies.

TOPICS	COMPETENCY	VOCABULARY	STRUCTURE	CULTURAL ASPECT	TECHNIQUES MATERIALS/ REFERENCE
IVING AND TAKING DIRECTIONS	Clarification questions	. Please say it again. . Repeat - I don't understand. . Could you speak more slowly. . Instead of ... . There's a change in plans ... . Job tasks, tools and supplies. . Prepositions. . Parts of the building. . Alternative ways of giving - directions.	. Present . Future . Continuous . Prepositions	. Don't say yes when you don't understand. . No shame in not understanding. . Employees expected to be flexible.	. Speaking Up At Work. . English at Work. . Talkativities. . LASPFS. . Role Play. . Realia. . Simulation.
MAKING PHONE CALLS	. Reporting in sick. . Reporting in late. . Reporting in not coming. . Leave a message.	. Leave message. . Sick, cold, flu. . Doctor appointment. . Fever. . Temperature. . Family emergency	. Past . Present . Future	. Call every day . Call before work . Death, court, sick child. . Let supervisor know	. Speaking Up At Work. . Base I . Role Play . Simulation
I RATING WITH CO-WORKERS	. Asking for help. . Offering help. . Joking . Small talk - inquiring about individuals	. Home and family. . Vacations. . Weather . Sports . Work experience. . Food . Specific job vocabulary. . Cultural customs.	. Present . Past . Future . Present perfect.	. Importance of socializing with co-workers. . Implications of silence . No shame in needing extra help. . Culturally (accepted, expected) to offer help.	. Vocabulary worksheets. . Pictures . Flashcards . Role plays. . Simulation
REPORTING EMERGENCIES	. Recognizing emergencies. . Handling emergencies. . Knowing school (work) safety procedures. . Reporting safety hazards. . Understanding 911.	. I hurt myself ... . There's a ... . I have to/need to/want to report an accident. . Help me - I need help. . Be careful of ... . Watch out ... . Body parts. . Building vocabulary. . Caustic . Toxic . Flammables . Poisonous . Injured . Antidote	. Present . Past . Commands . Present continuous.	. Respond immediately to emergencies. . Report problems immediately.	. Supervisor's Handbook. . Copies of fir escape rout . Role plays. . Video 911. . Realia . Names of certified doctors. . Let's Work Safely. . Safety book.
CEIVING CRITICISM AND PRAISE	. Accepting a compliment. . Giving compliments. . Accepting criticism on the job. . Responding to criticism and making appropriate corrections. . Giving criticism - co-workers. . Making suggestions.	. You need to improve. . We have a problem . Work faster. . You didn't finish this job. . In the future ... Next time. . You've been late ... . You're doing a good job. . I'd like to make a suggestion. . I'm happy (not happy) with your work. . Why did you do this/that? (didn't).	. Present . Past . Present Continuous . Present perfect. . Making questions.	. Criticism is not loss of face. . Praise is a positive cultural value in the U.S. . Employees are allowed to make suggestions. . Suggestions aren't always accepted. . Lying and telling the truth.	. Role Play. . English at W . Speaking Up at Work. . Living in th U.S. . Don't Get Fired.
UNDERSTANDING PERSONNEL INFORMATION	. Understanding forms. . Being able to complete forms . Asking for help and clarification. . Payroll and insurance problems.	. Sign . Print . Current address. . Zip code. . Phone number. . Area Code. . Income . Salary . Promotion . Transfer . Applicant . Salary benefits. . Emergency contact . Number of years of school . Number of years of experience. . Wage . Dependent	. Forms	. Need to fill forms a stranger will understand.	. English Spok Here. . Base I.



LESSON PLANS

The Lesson Plans

This curriculum is designed for immediate access by EWP teachers. The activities are hands-on communicative activities prepared to be photocopied and cut up for use or taken right out of the curriculum and cut up for use. We have tried to provide samples of various techniques and strategies, hoping to trigger the imaginations of the teachers. This is only a sample, certainly not exhaustive. As we field tested these activities in the ESL classes for custodians, certain key concepts became clear.

1. Students require different types of practice and reinforcement. Material needs to be presented several times in various ways because learners have different learning styles and thresholds. In order to provide the same material through a variety of activities without incurring student boredom, we learn to spiral, presenting a unit on phone calls, then interaction with co-workers, then perhaps back to phone calls. This curriculum, then, is not meant to be followed from page one through 114. We choose activities that suit the needs of the students at that particular time.

2. The needs of our students flucuate. We must constantly be assessing those needs and responding to them. We have to listen to the students as they enter the class before it begins and during their break to discover what they are talking about on a general basis, how they say it, and what feelings and attitudes they express. Then we must dialogue with them to continually uncover needs, strengths, and weaknesses. And finally, we have to act, to bring the information we have gleaned together and apply it to our task of providing communication skills. The activities in this curriculum were designed to integrate with that task.

3. Continual feedback from students and supervisors as well as networking with other teachers helps us to more accurately apply the cirriculum in our own classrooms.

4. Our goal is to encourage the students to develop themselves, to discover their own inner knowledge. These activities don't hand out information, but rather pose problems that the students must solve. We, the teachers, stand by as a guide while the students learn through their own experiences and those of their classmates.

The lesson plans have been developed around six topic areas, as illustrated earlier. The beginning of each unit is uniform. First, there is a photograph, which can be used for illustration, vocabulary elicitation, or discussion. Some questions a teacher might ask to encourage language production and understanding follow:

a. What do you see?

b. What do you feel when you look at this picture?

c. What is that?

d. Is there a problem?

e. What's the problem?

f. Why is there a problem? (The teacher must encourage them to guess, to make it up, to use their imaginations.)

g. Do you know anyone who has experienced this problem? Have you? How is it the same? How is it different? How do you <u>feel</u> about it?

h. What can be done about it? What would you do?

All these questions don't apply to all the pictures. The teacher can formulate additional questions and elicit questions about the pictures from the students. Ouestion formation is a vital skill; at every opportunity the

teacher should encourage the students to make their own questions and to ask each other.

Secondly, there is a sample dialogue appropriate for each topic. The dialogue can serve as a basis for student-generated dialogues. The teachers should encourage students to formulate their own dialogues so that they will have the language of the students and will illustrate those situations the students experience. The dialogues constructed for the curriculum are taken from student-generated interactions or from what students say. There are suggestions for substitutions and/or additional conversation topics.

The rest of the activities vary for different units. We have tried to provide at least one example of many different activities. Our hope is that the teachers can develop similar activities based on our examples. For instance, the unit on "Understanding Company Policies" has an example of teaching vocabulary and designing vocabulary exercises. The unit on "Receiving Criticism and Praise" has a reading with accompanying comprehension and application questions. These two techniques are not repeated in other units, but we hope teachers will develop them appropriate to their specific classes and topics. Other communicative activities in the curriculum include role plays, interactive situations, manipulations, scrambled sentences and scrambled stories matching, and games, including a simulation game in the unit on "Interacting with Co-Workers." Following is a brief introduction to these activities. Most of them are further explained in the lesson plans.

a. Role plays: There are situations typed on cards. Distribute the cards randomly to the students, pair them if necessary, and allow them to complete the task or the role play on the card. After the role plays, the

teacher can elicit a report of the role play in the past tense; the students can write what they did or saw; they can report on each other's role play; they can discuss other solutions; and they can discuss the language and function used in the interactions.

b. Interactive Situations: Again the situations are typed on cards and can be cut apart. The students follow the directions on the card or solve a problem. These cards get the students up and moving and instantly conversing. Laughter is always a by-product to the process. Follow up activities can be the same as for the role play. It is important to not just do the activity and then drop it. Follow up activities can take a week.

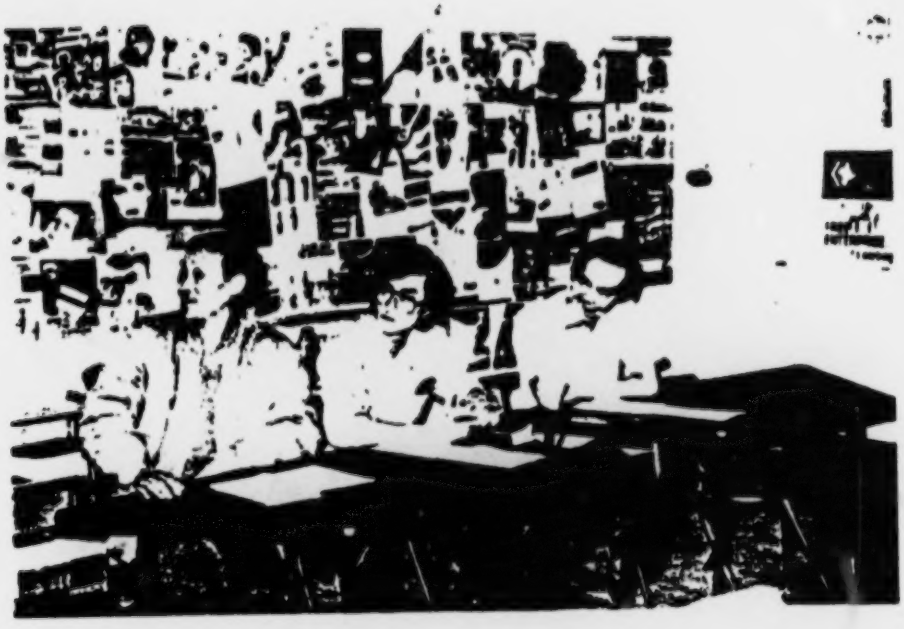
c. Manipulations: In the unit on "Giving and Taking Directions" there are several visuals. One is a drawing of a "storage room." Accompanying it are drawings of the supplies that go in the storage room. The students must give directions to each other placing the "supplies" in the "closets" using appropriate prepositions. The teacher can also use the visuals for other directions, role play, vocabulary, or anything appropriate.

d. Scrambled Sentences and Scrambled Stories: This is a tactile sequencing exercise and a sentence construction exercise. Each student or dyad gets a sentence whose words have been cut apart. They must put the sentence in good grammatical order. Once they have unscrambled all the sentences, they must arrange the sentences in proper sequence. The students can discuss various sequences or different sentence construction. As a follow-up exercise, they can change the tense of the story, the person, or the number and make all the necessary changes.

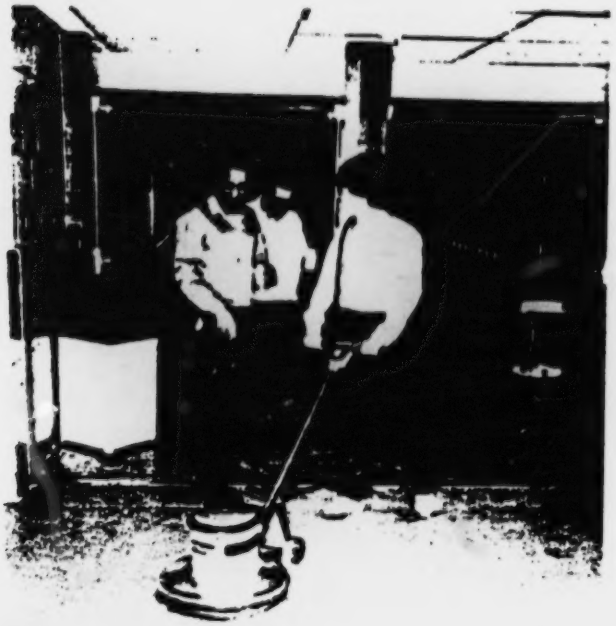
e. Matching: There are some exercises where the student must match a picture with a warning and/or a name or parts of a sentence or paragraph.

f. Games: Several types of games are included in the curriculum. Most of them have instructions or are self-explanatory. In the unit on "Interacting with Co-Workers" there is a simulation game entitled "The Office Party." The object of the game is to score the most points, and the way to get points is to complete tasks. The students have a list of several tasks to complete and the point values for each task. When a student completes a task, a teacher, aide, or another facilitator initials it and the student gets the point. Everyone is interacting and accruing points at the same time. It is up to the teacher to set up a situation that simulates an office party. Putting up decorations, providing punch and chips, playing soft music all lend to the appropriate atmosphere. There are also facilitators, generally teachers and aides, who play the roles in the game. They cannot accrue points. Sometimes students can play a role, but it's more fun for the students to complete the tasks. When the game begins, students all begin accomplishing the tasks together. After a specific time frame (20-30 minutes), the game is over, the students add up their scores, and the winnter receives a prize. It's an enjoyable way to practice structures, negotiate, practice cultural mores, and interact with peers.

In addition to these specific activities, teachers can take the visuals, the photographs, and the dialogues and adapt them to their own techniques and activities. We hope use of this curriculum expands with each activity teachers try.



GIVING AND TAKING DIRECTIONS



Dialogue

Koung is a new employee. His boss wants him to find the new cleaning supplies. Mrs. Jones knows where the cleaning supplies are located.

Bob: Kuong, please go ask Mrs. Jones where the new cleaning supplies are.

Kuong: O.K., but I don't know where Mrs. Jones is. Where is her room?

Bob: See the exit sign down there? Go down the hall and turn right at the sign. Keep going to room 615. It's on the left.

Kuong: Thanks. I'll be right back.

Dialogue

A parent is in the school and wants to find the library. She asks a custodian who is working for directions.

Parent: Excuse me, where's the library?

Custodian: It's around the corner.

Parent: Is it far?

Custodian: No, not far. Go down the hall and turn right at the corner.

Parent: Is it on the left or right?

Custodian: It's on the right across from the cafeteria.

Parent: Thanks.

Custodian: You're welcome.

DIRECTIONS AND PREPOSITIONS

I. 1. Make a packet for each student which includes individual pictures of the cleaning supplies.

2. Introduce or review the following prepositions:

between	below	under
next to	beside	
on the right/left	on top of	

3. Give the class directions using the prepositions and cleaning supplies, i.e. put the roll of paper towels next to the mop.

Continue until all the pictures have been used. Have students check with each other to see if the pictures match.

* * * *

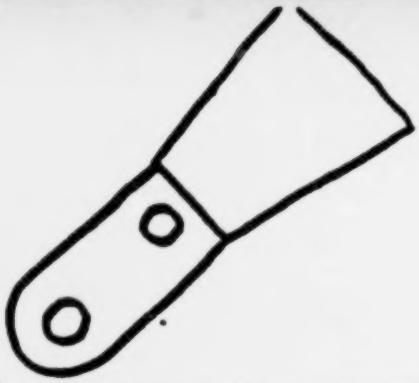
II. 1. Divide students into pairs.

2. Ask one student to arrange his/her pictures.

3. Have the student give his partner directions to make a matching arrangement. Encourage the use of different prepositions.

* * * * * *

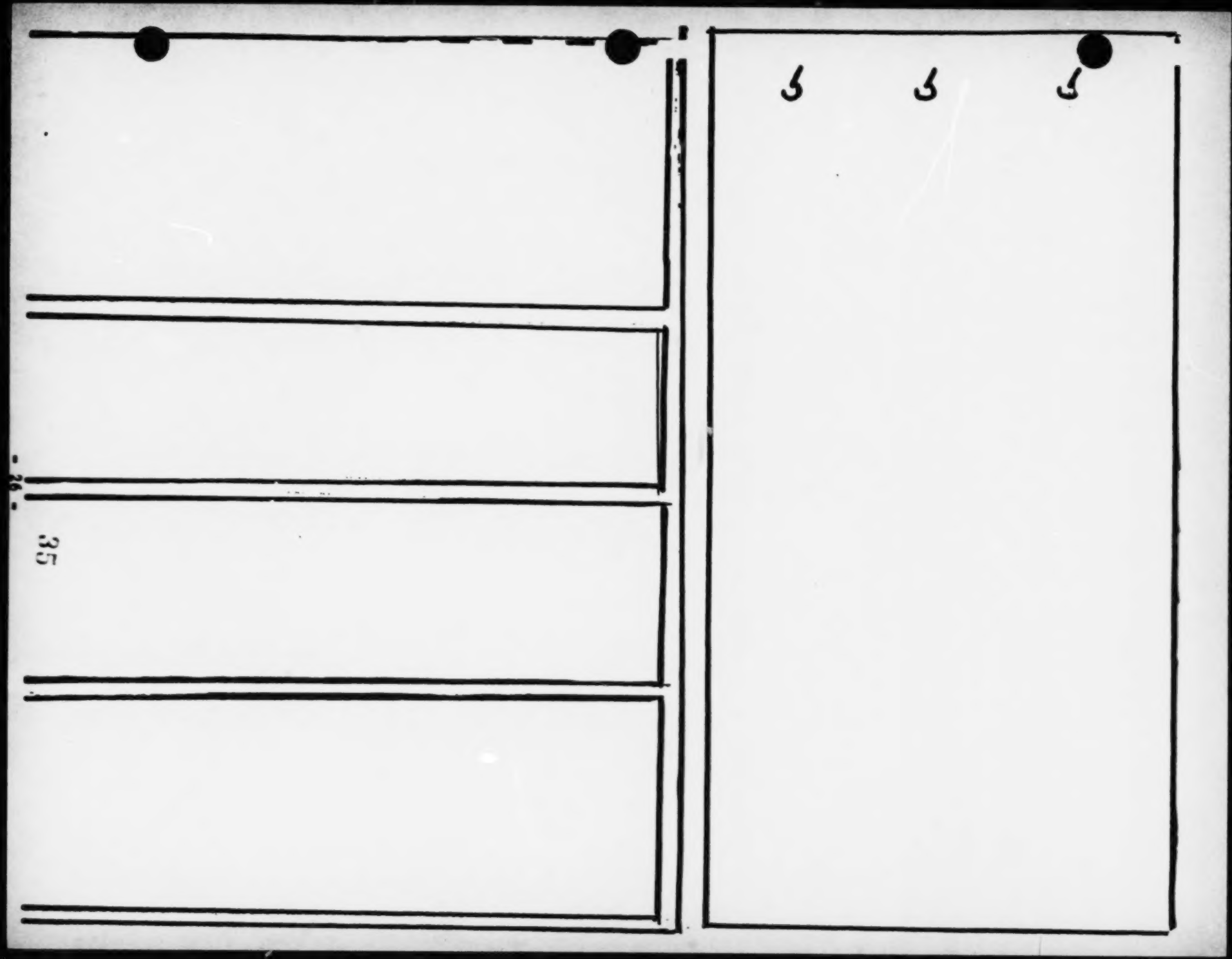
III. You can expand the exercise by having a student give directions to more than one person.



SOAP

SCRUB

DISINFEC



Objective: To teach the vocabulary of the tasks that custodians perform at work.

Procedure: Brainstorm with the class all the jobs they perform. Put the tasks on the board - include all the suggestions offered. Probe a little - "Do you have to do anything with the lights?" "What happens when it snows?"

Give each student paper and a colored marker. Have students draw 4 - 5 pictures of themselves performing daily activities. Write a sentence under each picture describing the task. Direct students to draw two more pictures showing a job that is done only on a weekly or seasonal basis (removing old wax, shovelling snow, scrubbing lockers).

Students should work in pairs encouraging each other to ask, "What are you doing in this picture?"

Variation: Draw a picture and write a brief description of your most pleasant job and one of your least favorite tasks. ("What's your easiest job?" "Which job do you hate the most?") This is good for lots of laughs and the expression of strong personal opinions.

VOCABULARY

Use the following page to

1. build vocabulary. Discuss.
2. role play. Students can evolve a dialog around each statement.
3. cloze. White out the words and let students complete the statements.

VOCABULARY

Mr. Lee, when you finish using the scrub machine please clean it up before you put it away.

Mr. .....there is a dirt and wax buildup in the corners in your classrooms. Would you work on cleaning these areas until all of the rooms on your section are cleaned.

Mr. .....please don't forget that the cafeteria needs to be wet mopped daily.

Mrs. .....will you go outside and help Mrs. Jones trim the grass around the edge of the building.

Mrs.....take the wet/dry vac down to the gym and use to pick up the water on the floor from the leaking pipes, instead of a mop and bucket.

Mr. .....the window sills, file cabinets, TV carts and bookcases should be dusted at least twice a week. The bright work in your toilets need a thorough cleaning and polishing. The floor behind the commodes needs cleaning on a regular basis. The floor drains in all of your toilets need cleaning.

Mr. .....when you clean your classrooms and empty the trash please make sure that you check the pencil sharpener and empty it also.

Mr. .....the wall tile in your section needs spot cleaning. Please make sure that you check your wall tile daily.

Mr.....you have several lights out in Room #118. Make sure that you get them replaced before you finish up tonight.

Mr.....the filters over the ovens in the kitchen need cleaning. Will you take them down tonight so that they can be run through the dishwasher in the morning?

Mr.....go out back and stick the oil tank to findout how much oil is in the tank. When you get the reading call the area office at 938-6401 and report it to them.

Exercise

This may be a 1, 2 or 3 part exercise, depending upon student levels.

I. 1. Locate several areas in your building

A. Draw maps to the locations or

B. Write directions to the locations.

C. Do not identify locations.

2. Have students work in pairs. Give each pair a different set of directions.

3. Ask students to follow the directions and identify their destinations.

4. If students answer correctly, exchange directions with another group and continue.

5. If students have difficulty, you may want to send another student along to help.

Once the students have mastered step I, continue.

II. 1. Have students work in pairs and give each pair a destination in or around the building.

2. If site maps are available and/or if no one else is in the building, you may <u>have</u> to provide a site map.

3. Have each pair write directions to their destination.

4. Ask the students to compare their directions to the map and to follow the directions without using a map.

5. Once the students are satisfied, pass the directions to a new pair of students. Have the new group follow the directions and identify the destination.
6. If the destination is not identified correctly, have the four students work together and let them discover the problems and possible solutions.

III. Ask students to follow the same procedure as in II, but have them work individually. The directions may be a simplified map or written directions -- but not the building map.

Suggested destinations for a school:

Gymnasium

Library

Cafeteria

Custodian's Office

Principal's Office

Coke machine

Parking lot

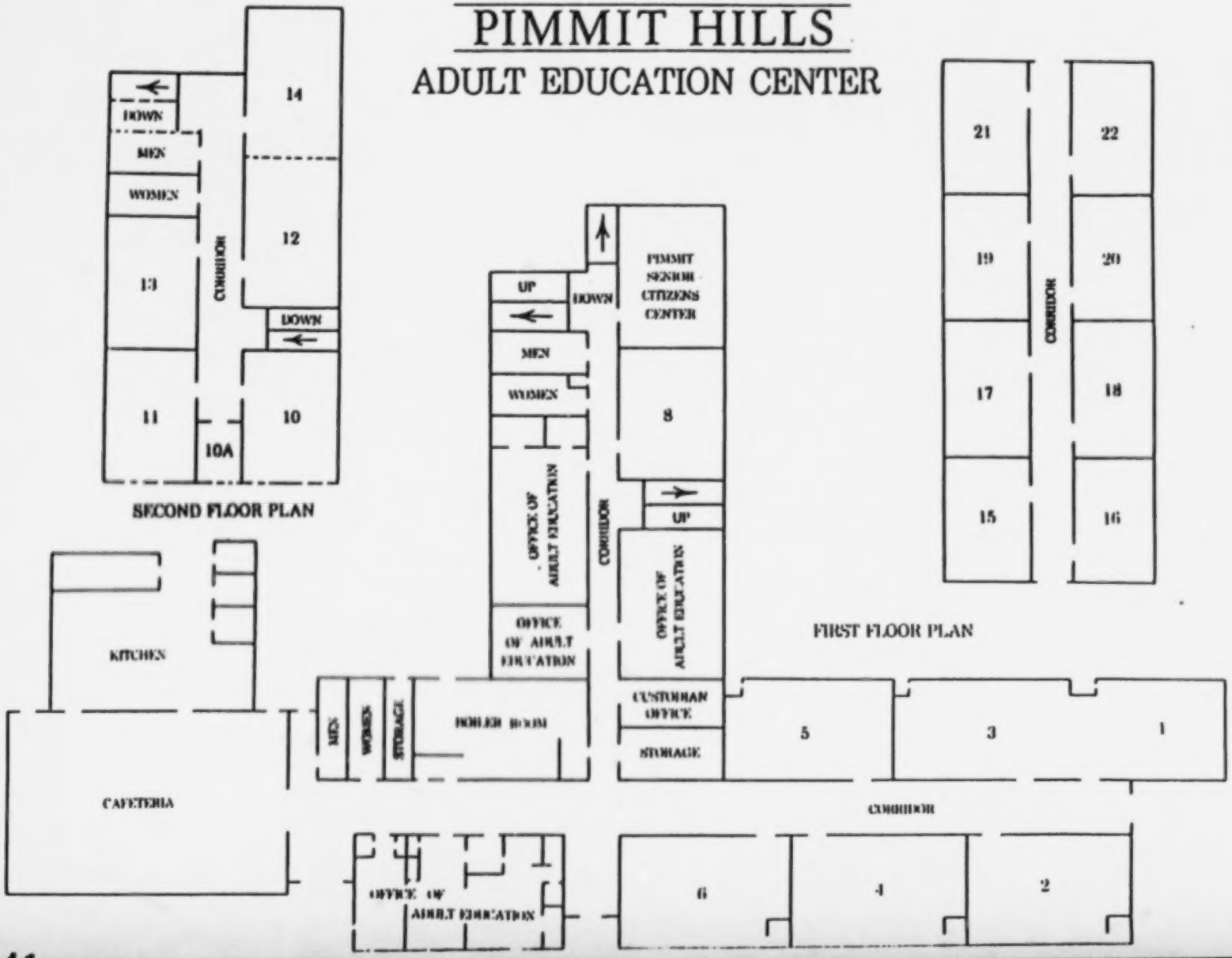
Football field

A specific classroom

Restrooms

PIMMIT HILLS

ADULT EDUCATION CENTER



Index Cards and Numbers

Objective: Follow directions
Speaking and listening to numbers
Any level

1. Give each student an index card.

2. Ask him/her to write his/her phone number in the top left corner.

3. Collect cards and pass out the cards to a different student.

4. Students must then ask each other: "Is your phone number_____?" Then put "owner's" name below number.

5. Be sure students understand they may not show anyone the number on the card.

   Depending on level of student activity may be continued using:

   1. House numbers (no street)

   2. Social Security number

   3. Birthday (numerical only)

   4. Driver's license number

6. Use different locations for each number, and be sure to switch cards each time.

7. When you've finished, ask students to gather the information about another student and check it with him/her.

Paper and Pencil Activity

Objective: Following directions
Any level

1. Give each student a pencil and paper.

2. Pick out four or five pieces of personal information (ex., Name, Work Location, Phone Number, Age).

3. Give directions for each item in two.

   a. Write your name in the middle of the paper.

   b. Turn your paper over and write your age.

   c. Turn your paper back over and write your phone number in the bottom left corner.

   d. Turn your paper on its left side and write your place of work at the top of the page.

4. This activity is only limited by your imagination.

5. Have students lead the activity when they understand the problem.

DIRECTIONS FOR MESSAGES

Level: All

Time: 30 Minutes +

Supplies:

1. Name Cards: One student's name on each card
2. Direction Cards

Activity:

1. Give each student one name card and one direction card.
2. Put students in pairs.
3. Demonstration

   Name: Kyong

   Directions: Please tell_____to take off_____right shoe.

   Please tell Kyong to take off her right shoe.

   Demonstrate male and female.
4. The student who receives the message must find the person who is to be given the message.

   Seung received the message for Kyong. He must find Kyong.
5. Demonstrate how to relay the message.

   Seung: Kyong,take off your right shoe.
6. a. Each student will receive a message from his partner and forward that message to the appropriate person.

   b. Each student will also receive a message directing him/her to do something.
7. Check to see if appropriate messages have been forwarded and received.

Reported Speech:

For reported speech, the process is the same except step 5.

5. Demonstrate reported speech.

   Seung: Tao wants you to take off your right shoe.

   Follow-up this activity discussing misunderstanding, misinterpretation and confusion.

.EASE TELL _____ to put_____hands behind _____ back.	PLEASE TELL_____ to stand up behind _____chair.	PLEASE TELL_____ to put _____ right hand on_____ left knee.
PLEASE TELL_____ to put_____left hand behind_____ back.	PLEASE TELL_____ to put_____hands on_____knees.	PLEASE TELL_____ to stand up.
PLEASE TELL_____ to stand up in front of _____chair.	PLEASE TELL_____ to put_____ right hand behind _____back.	PLEASE TELL_____ to put_____ left hand on_____ right knee.
PLEASE TELL_____ to take off_____ .ft shoe.	PLEASE TELL_____ to put_____ right hand on_____ right knee.	PLEASE TEL_____ to raise_____ left hand.

PLEASE TELL_____

to raise_____

right hand.

PLEASE TELL_____

to put_____pencil

or pen under a book.

PLEASE TELL_____

to put_____pen

or pencil on top of a

book.

PLEASE TELL_____

to take off_____

right shoe.

PLEASE TELL_____

to put_____

't hand on_____

left knee.

_____wants you to put your pencil or pen under a book.	_____wants you to raise your right hand.	_____wants you to stand up.
_____wants you to put your left hand on your left knee.	_____wants you to raise your right hand.	_____wants you to put your right hand on your left knee.
_____wants you to take off your right shoe.	_____wants you to raise your left hand.	_____wants you to put your right hand on your right knee.
_____wants you to put your pen or pencil on top of a book.	_____wants you to put your left hand on your right knee.	_____wants you to put your right hand behind your back.

_____wants
you to put your hands on
your knees.

_____wants
you to put your left hand
behind your back.

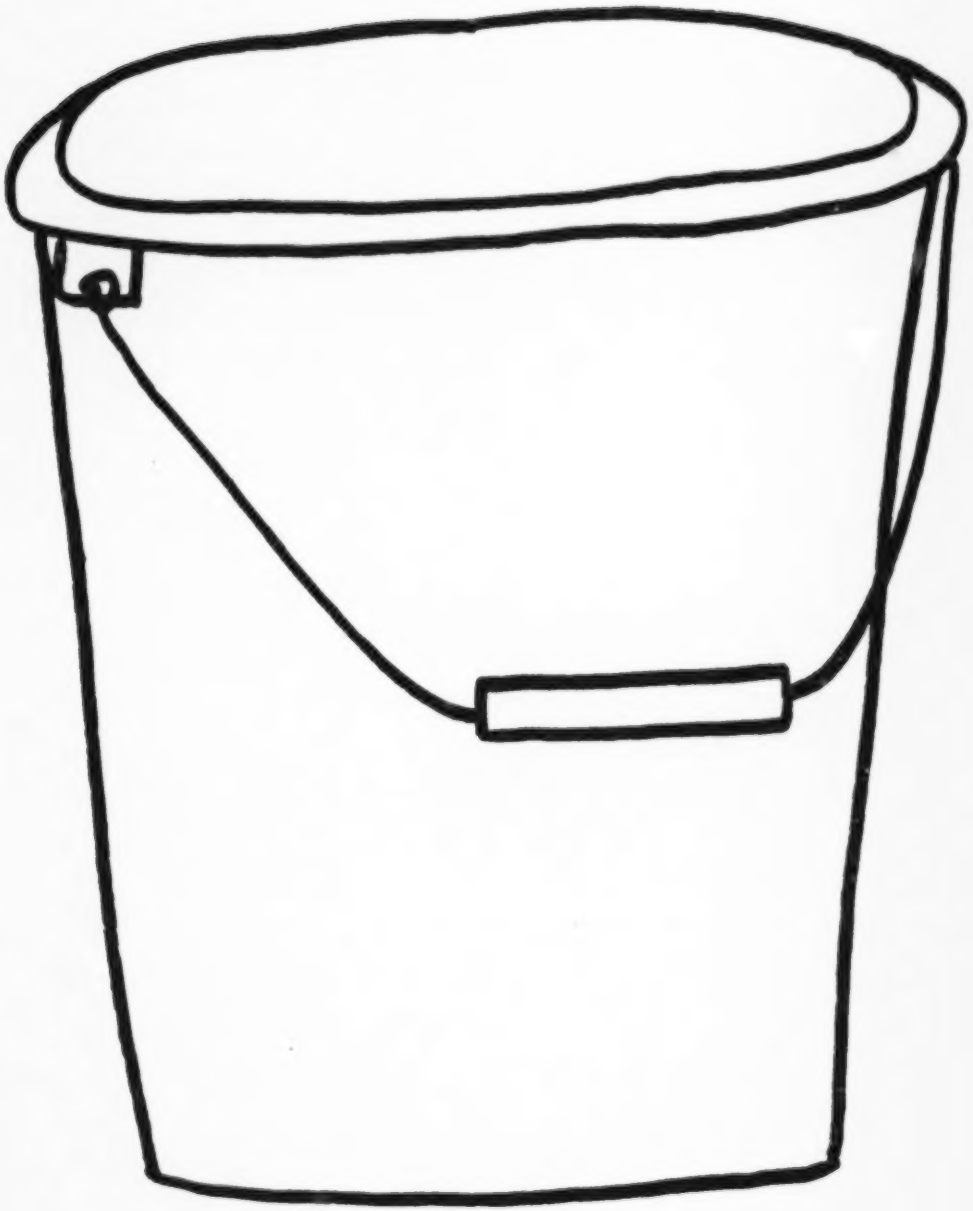
_____wants
you to stand up behind
your chair.

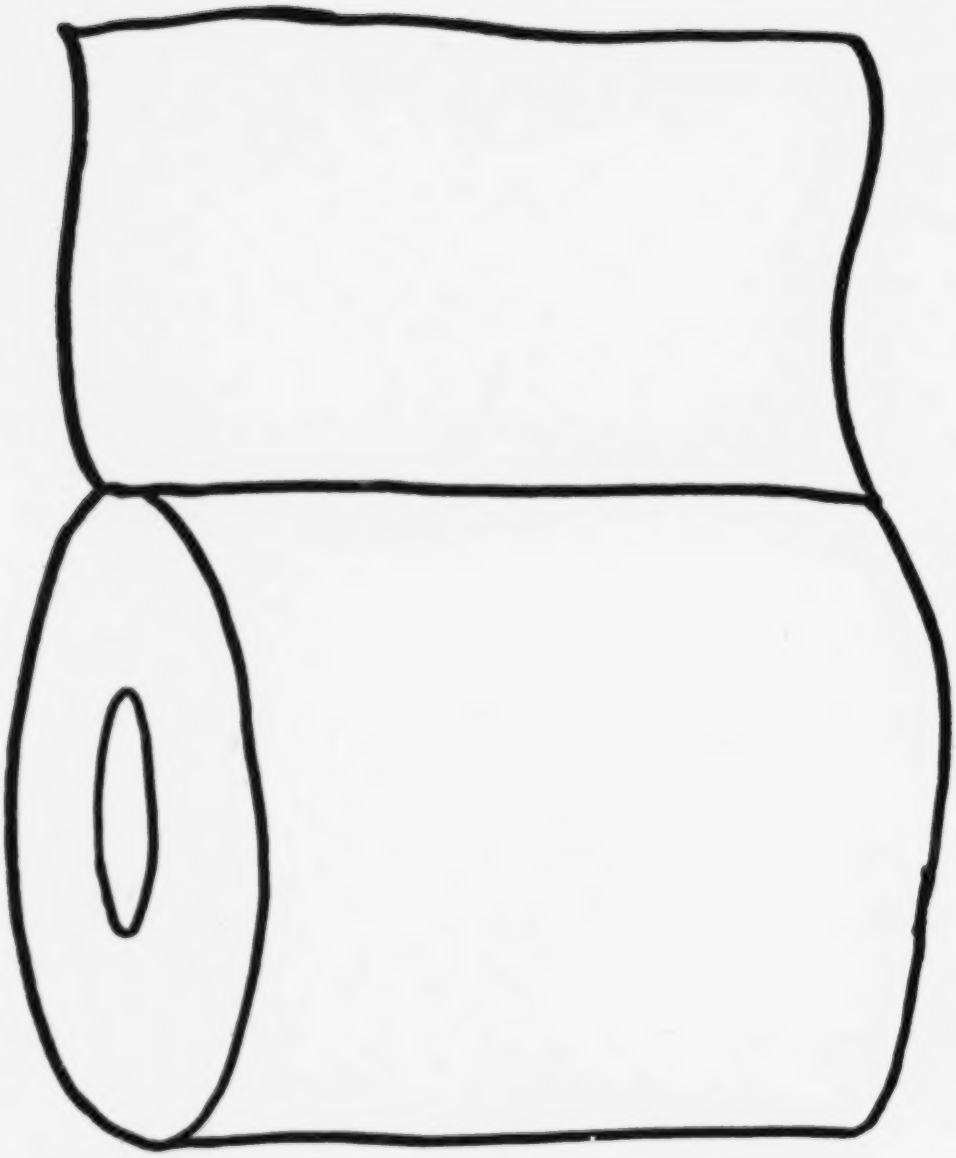
_____wants
you to put your hands
behind your back.

_____wants
you to take off your
left shoe.

_____wants
you to stand up in front
your chair.

V I S U A L S





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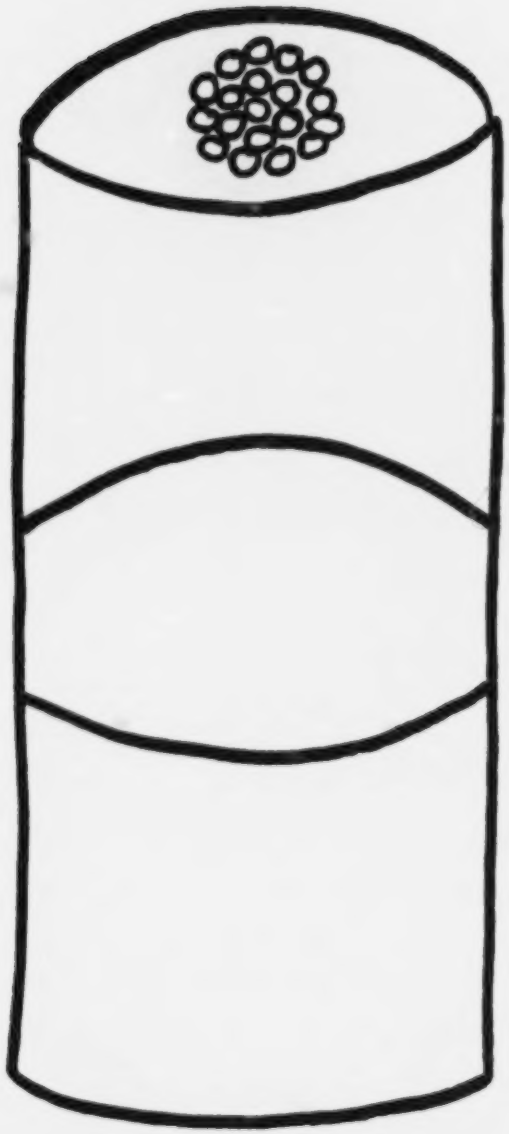
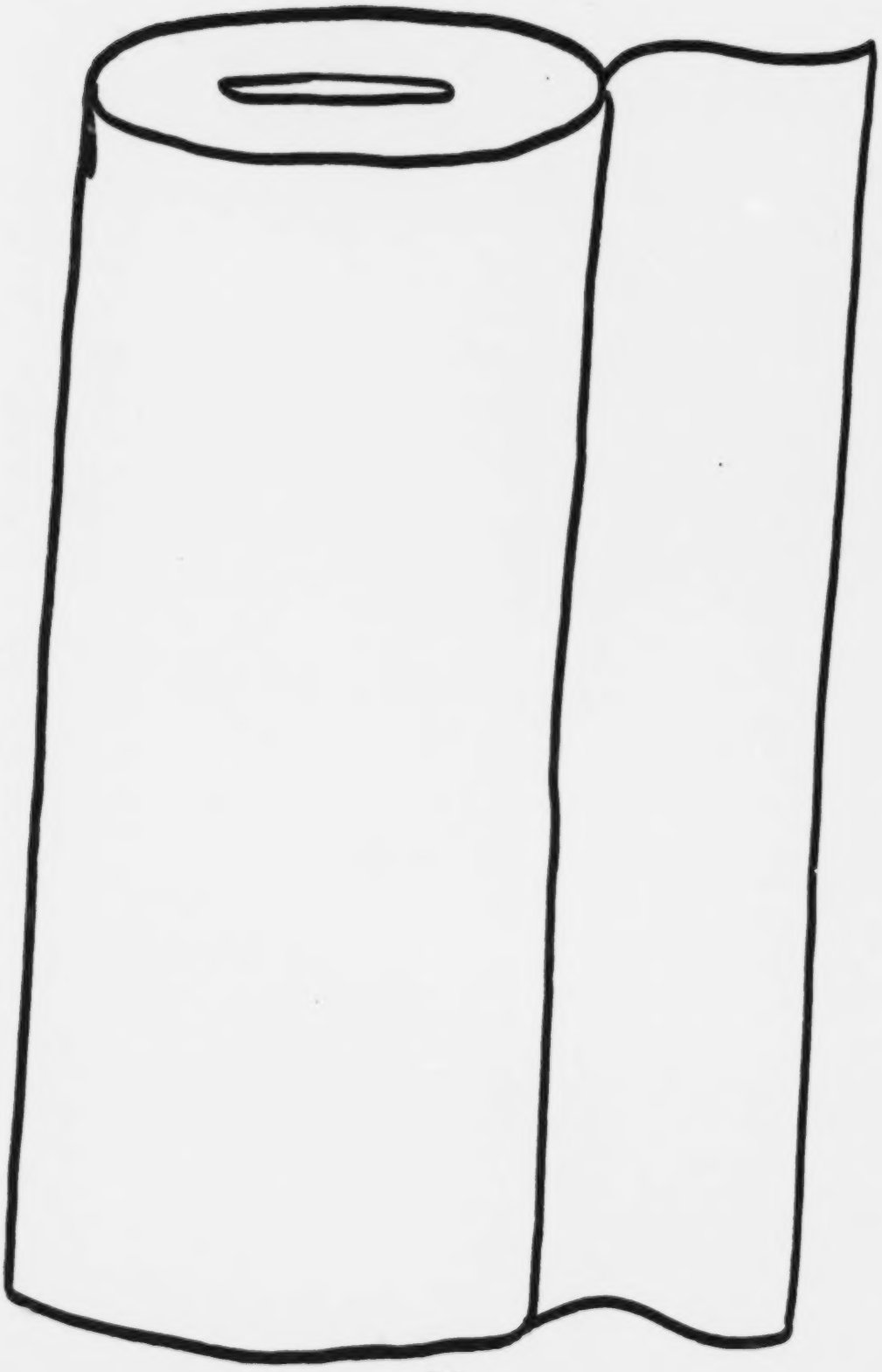
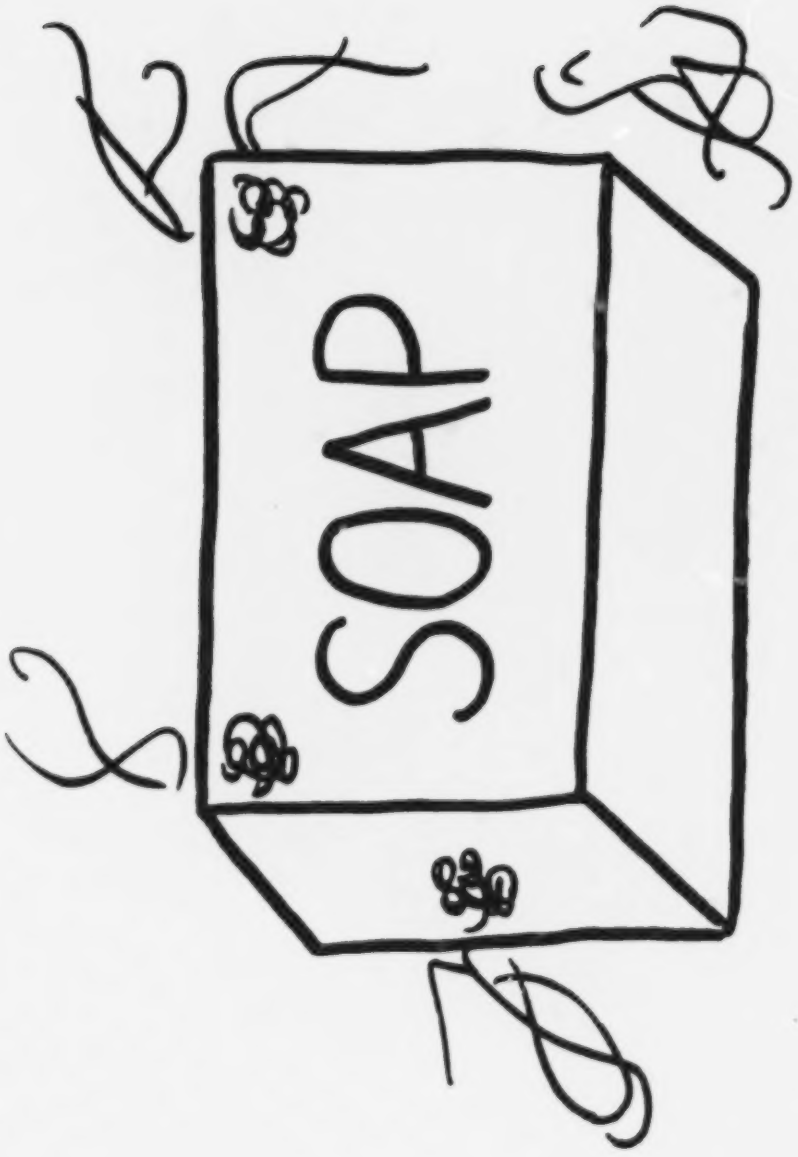
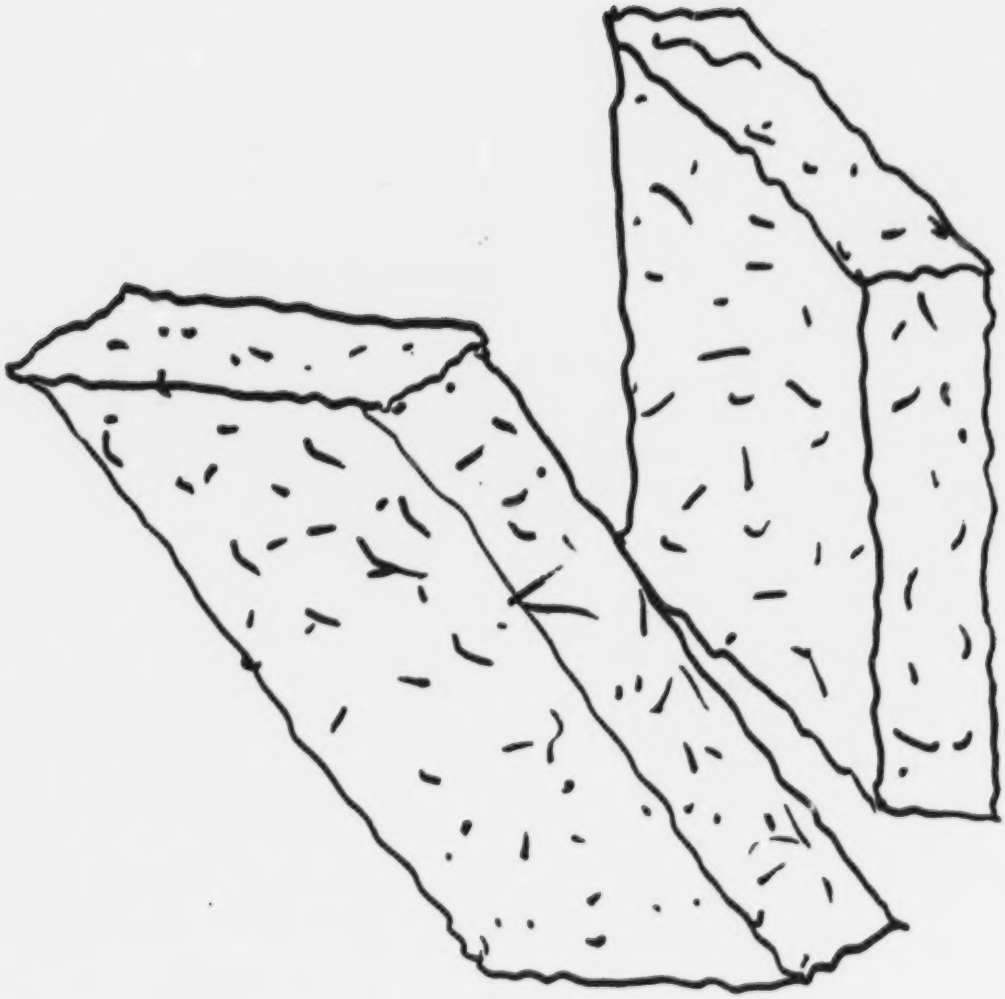




56

DISINFECTANT


SOAP



61

62

MAKING PHONE CALLS

Dialogue

Calling in Sick

Supervisor: Hello.

Daniel: Hello, Mr. Johnson. This is Daniel. I can't come to work today. I feel very sick.

Supervisor: What's the matter?/What's wrong?

Daniel: I have a very bad cold.

Supervisor: Sorry to hear that. Can you come in tomorrow?

Daniel: I'll try.

Supervisor: O.K. Hope you feel better.

Substitutions:

I have the flu.

I have a fever/temperature.

I have a sore throat.

My back hurts.

Will you be able to work ...?

Are you coming to work ...?

When will you be back?

Objective: Using the Telephone to report absences and lateness.

Procedure: Give each pair of students one of the "situations" below, printed on index cards. When reasonably fluent have each pair demonstrate their dialogue while actually using the telephones. Have students sit "back to back" to create a realistic atmosphere.

Materials: Two portable telephones

Custodian/Secretary

Leave a message with the secretary. You're not feeling well. Tell her to give the message to your supervisor. You're pretty sure you'll be at school tomorrow.

Custodian/Supervisor

Tell your supervisor that you're having car problems. He wants to know what's wrong with your car, and asks you when you're going to get it fixed.

Custodian/Principal

The principal answers the phone in the main office. You want to report that you'll be late because your child has a doctor's appointment. You ask him to give your message to your supervisor.

Custodian/Secretary

You're going to be late because you have a dental appointment. You ask the secretary to tell Mr. Johnson, your supervisor. You plan to come to work right after lunch.

Two Custodians

Another custodian answers and says that the supervisor is busy and can't talk now. You ask your co-worker to please tell your boss that you sprained your ankle last night and won't be in for the next two days.

OBJECTIVE: To help students report the essential information when receiving a telephone message.

PROCEDURE: Before beginning this lesson teach the class the basics of handling a telephone call: identifying themselves, taking accurate messages, asking the caller to repeat when not understood, and obtaining additional information when needed. Demonstrate this activity together, separating the essential parts of the message.

Each student is given the accompanying worksheet. (Or this information can be copied from the board - Caller - Person Who is Receiving the Message - Message). The Teacher stands behind the students so they cannot see his facial expressions, lip movements, etc. This is to replicate a phone call as nearly as possible. Students will be encouraged to ask for clarification: "What time? Who is calling, please? I didn't hear that. Please repeat that number. etc."

This is Kyu Cho. Please tell Mr. Davis that I can't come to work today because I have a bad cold.	This is Ruben Colon. Tell my boss that my wife has a doctor's appointment. I'll be at work by 11:30.
I want to talk to Joe. This is Marina calling. My car broke down and I'll be two hours late.	This is Mrs. Lee. I can't remember how much ice I was supposed to buy for the party. Please ask Yong and tell her to call me back. My number is 582-7561.
This is Mr. Johnson, the building supervisor. Tell Won and Rosa that I won't be in till later. Tell them to start cleaning the back hallway first and then do the classrooms on the second floor. If they have any questions, they can call 783-4631.	I want to speak to one of the custodians This is Mrs. Dawson, the principal. A student just got sick outside the building and I need someone down here with a bucket and mop - fast! Note* Get the basic info and act!
This is Miss Green, the Secretary in the front office. Send one of the custodians to Rm. 217. One of the lights fell and there's glass all over the floor. Please call me back when the job is finished. Thanks.	

BEST COPY AVAILABLE

CALLER	WHO IS THE MESSAGE FOR?	MESSAGE

CALLING RECORDED MESSAGES

1. CALL TIME AT 844-2525.
   A. Was the person speaking a woman or a man?_____
   B. What did the person say to greet you?_____
   C. What time was it when you called?_____

2. CALL WEATHER AT 936-1212. FILL IN THE CHART BELOW AS YOU LISTEN TO THE RECORDED MESSAGE.

	NOW	TONIGHT	TOMORROW
TEMPERATURE	F C	F C	F C
RELATIVE HUMIDITY			
WINDS			
CLEAR? SUNNY? CLOUDY?			
AIR QUALITY			

3. WHY WOULD PEOPLE CALL THE FOLLOWING RECORDED MESSAGES? CALL THEM YOURSELF AND DECIDE WHY PEOPLE WOULD CALL AND WHAT KIND OF INFORMATION IS GIVEN.

NUMBER	WHY PEOPLE CALL	WHAT KIND OF INFORMATION IS GIVEN
357-2020		
362-4444		
533-1328		

SITUATIONS

1. You are sick today and it's a work day. What do you do?

2. Your car broke down today and it's a work day. What do you do?

3. You can't go to work today. When you call your supervisor to tell him, he's not in. What do you do?

4. You have a doctor's appointment at 1:45. You are supposed to be at work at 2:00. What do you do?

5. You are on your way to work and you have an accident. What do you do?

6. Your supervisor calls you and leaves a message for you. You don't understand the message. What do you do?

INTERACTING WITH CO-WORKERS

Dialogue

Farida, Lupita and HeeSoon are chatting about the Pot Luck party to celebrate the end of the year.

Lupita: Good morning! How are you all this morning?

HeeSoon: Real good. We were just talking about the pot luck lunch next Thursday. What are you going to bring, Lupita?

Lupita: I plan to make some pozole.

Farida: What's that?

Lupita: It's a kind of soup with corn and pork. Sometimes I put avocado in it, too.

HeeSoon: That sounds good.

Farida: Yea, it does. But, you know, I don't eat pork, so I'll have to pass it up. What are you going to bring, HeeSoon?

HeeSoon: Oh, I'll probably make some Kim Chee. Everyone always likes that.

Lupita: I'm sure there will be lots of different kinds of foods here. I know we'll all have plenty to eat. In fact, we'll probably have too much!

Substitutions - dishes and nationalities

dietary restrictions

Students generate dialogs/target different social topics

Activities:

1. Write the recipes of your favorite dishes.
2. Research/discuss (oral or book) dietary restrictions of different nationalities.
3. Write dialogs you hear in school

between teachers Three - five lines

students

teacher/student

"KEEP A JOURNA OF THESE ACTIVITIES"

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Talk with a co-worker for five minutes.	Carry on a conversation with the cashier at the grocery store.	Greet a teacher and speak for one minute.	Read an article in Newsweek, Time, People, Woman's Day or any magazine of your choice.	Listen to the news on the radio.
Have lunch with a new friend.	Go to the movies with a friend.	Say hello to someone you don't know.	Listen to the news on TV.	Pay someone a compliment.
Call up a neighbor and talk for five minutes.	Meet a new neighbor or one you don't know.	Have lunch with a friend and don't talk about work.	Ask your teacher a question about English.	Listen to the weather forecast and report it.
Go to the library and ask the librarian for a book you want to read.	Call a movie theatre and find out what time the first movie is shown.	Sit with someone you don't know in the lunch room.	Invite a neighbor over for coffee or tea.	Cut out a cents-off coupon to use at the supermarket.

SENTENCE CONSTRUCTION CARDS

Cut the following cards along the dotted lines. Distribute randomly to students. Tell students to make a sentence with their words. One student may have "the mop." Another has "is on top of" and a third has "the shelf." The object is for them to make a logical sentence. Some sentences may be funny, but logical. The game must go quickly. The first person who uses all his/her cards wins, but the game must continue until all students have used their cards.

These three sets of cards practice different structures. Students must realize that "is under" cannot start a sentence.

They quickly get into the game of it and are yelling out phrases rapidly and correctly.

THE MOP	IS UNDER	THE DESK.
MY BREAKFAST	IS ON TOP OF	THE BOOKCASE.
A LIGHT BULB	IS INSIDE	THE SHELF.
MY PAY CHECK	IS NEXT TO	THE NEWSPAPER
MY JACKET	IS ACROSS FROM	THE CAR.

DID YOU KNOW	THAT A CUSTODIAN	CALLS IN SICK?
DID YOU HEAR	THAT HER TEACHER	DRIVES A MERCEDES?
DOES SHE KNOW	THAT THE PRINCIPAL	EATS GARLIC FOR LUNCH?
DO YOU BELIEVE	THAT ONE SECRETARY IN THE SCHOOL	LIVES IN VIENNA?
DID YOU TELL ME	THAT EACH STUDENT	IS EXPECTING A BABY?

HAVE YOU	BEEN HERE	LONG?
HAS SHE	WORKED IN THE LIBRARY	BEFORE?
HAS THE PRINCIPAL	HAD A BROKEN LEG	SINCE 1980?
HAS THE CUSTODIAN	LIVED IN AMERICA	FOR TEN YEARS?
HAS YOUR MOTHER	STUDIED ENGLISH	SINCE I LEFT?

CONFLICT CARDS

Cut the cards along the dotted line and distribute to students. Cards A indicate a situation in conflict with Cards B. The student who has Card A must find his/her partner, present the problem, probably initiate an argument, and then both of them must solve it. After the two act out the conflict and solve it, the entire class can discuss the solution the pair acted out, other possible solutions, and the appropriate language to use.

1-A (Custodian

Your supervisor tells you to clean the library and to prepare it for a meeting tonight.

1-B (Librarian)

You decide to have students help you shelve books.

2-A (Custodian who goes to English classes after work)

You ride to English classes with B and you barely make it on time even when you leave directly after work. You don't like to be late.

2-B (Custodian who goes to English classes after work)

You need to talk to a co-worker after work about a problem you had today.

HUMOR

Humor is a part of everyone's life. Limited English proficient employees hear and must respond to humor daily at the workplace. Jokes, puns, and riddles are very difficult for LEP workers to comprehend. The next page has a few riddles and jokes students might understand. Tell one a day. Have a joke contest. Have them translate jokes from their native languages into English and share them with the rest of the class. Encourage them to watch comedies on television or at the movies. You can use these jokes in many ways. Have fun with them!

Riddles and Jokes

What's the hardest thing about learning to skate?
The ice.

Why is it useless to send a telegram to Washington today?
Because he is dead.

Name a band in which there are no musical instruments?
An elastic band.

An aging lady started to go bald. So she went to the chemist for a hair restorer. "Do you want this little bottle or this tall one?" asked the chemist.
"Make it the small bottle," she told him. "I don't care for long hair."

A tourist was furious with the tough steak he had been served.
"Waiter," he shouted, "get me the manager. I can't eat this steak!"
"It's no use calling him, sir. He can't eat it either. He's on a diet."

Patient: Doctor, you've got to help me. Everything is backwards.
Doctor: What do you mean?
Patient: My nose runs and my feet smell.

What has four legs, a back, and no body?
A chair.

Knock, knock.
Who's there?
Ron.
Ron who?
Run in if it rains.

Knock, knock.
Who's there?
Iowa
Iowa who?
I owe a dime to your son.

Knock, knock.
Who's there?
Someone too short for the doorbell.

Nurse: Doctor, there's an invisible man in the lobby.
Doctor: Tell him I can't see him.

Customer: Waiter, why is my donut crushed?
Waiter: You said you wanted a donut and to step on it.

First man: Do we have any criminal lawyers in this town?
Second man: I think so, but we haven't caught him at anything yet.

A fisherman, trying to land a big fish, fell off the end of the pier.
"I can't swim," he shouted, "I can't swim!"
A drunk, walking along the promenade heard him and called back, "So what?
I can't play the piano, but I'm not shouting about it."

Simulation Game: The Office Party

Purpose: To give the students an opportunity to practice social and cultural behaviors at

Props: Coke, 7-Up, cups, plates, chips, dip, telephone, plates with names of dishes, tapes

Facilitators: Supervisors, classroom teachers, principal, parents, school secretary

Prizes: Dictionaries

Total: 70 points

Time: 15 minutes

THE OFFICE PARTY

Have a good time and remember to come back to work tomorrow!

ACTIVITIES:

1. Talk with the principal for two minutes about his/her family. (3 pts)_____ (initials)

2. Ask your friend how she/he made his/her dish of food. (5 pts)_____ (initials)

3. Ask the secretary if you can use the telephone. (2 pts)_____ (initials)

4. Discover that you've lost your keys. Ask friends to help you find them. (5 pts)_____ (initials)

5. Offer to get comeone some punch. (3 pts)_____ (initials)

6. Someone looks familiar to you. Find out where you know her/him fron. (5 pts)_____ (initials)

7. Find out how many miles a co-worker has to drive to work and how long it takes him/her. (3 pts)_____ (initials)

8. Accidentally bump into someone and excuse yourself. (5 pts)_____ (initials)

9. Comment on the dip and go back for more. (3 pts)_____ (initials)

10. Tell someone she looks nice in her dress and why. (4 pts)_____ (initials)

11. Ask your supervisor about his/her children. (3 pts)_____ (initials)

12. Discuss the weather with the school secretary. (2 pts)_____ (initials)

13. Find out how to get to the Personnel Office. You have some questions about insurance and you want to go there after the party. (5 pts)_____ (initials)

14. Discuss your plans for the week-end with one of the school teachers. (3 pts)

_____ (initials)

15. Find out where a co-worker is going on vacation. (3 pts)_____
(initials)

16. You have to leave early. Excuse yourself and thank the host/hostess. (5 pts)_____
(initials)

17. Ask someone to dance and dance through a whole song. (6 pts)_____
(initials)

18. Invite someone to the movies this weekend. (5 pts)_____
(initials)

THE "WH" JEOPARDY GAME

Level: All

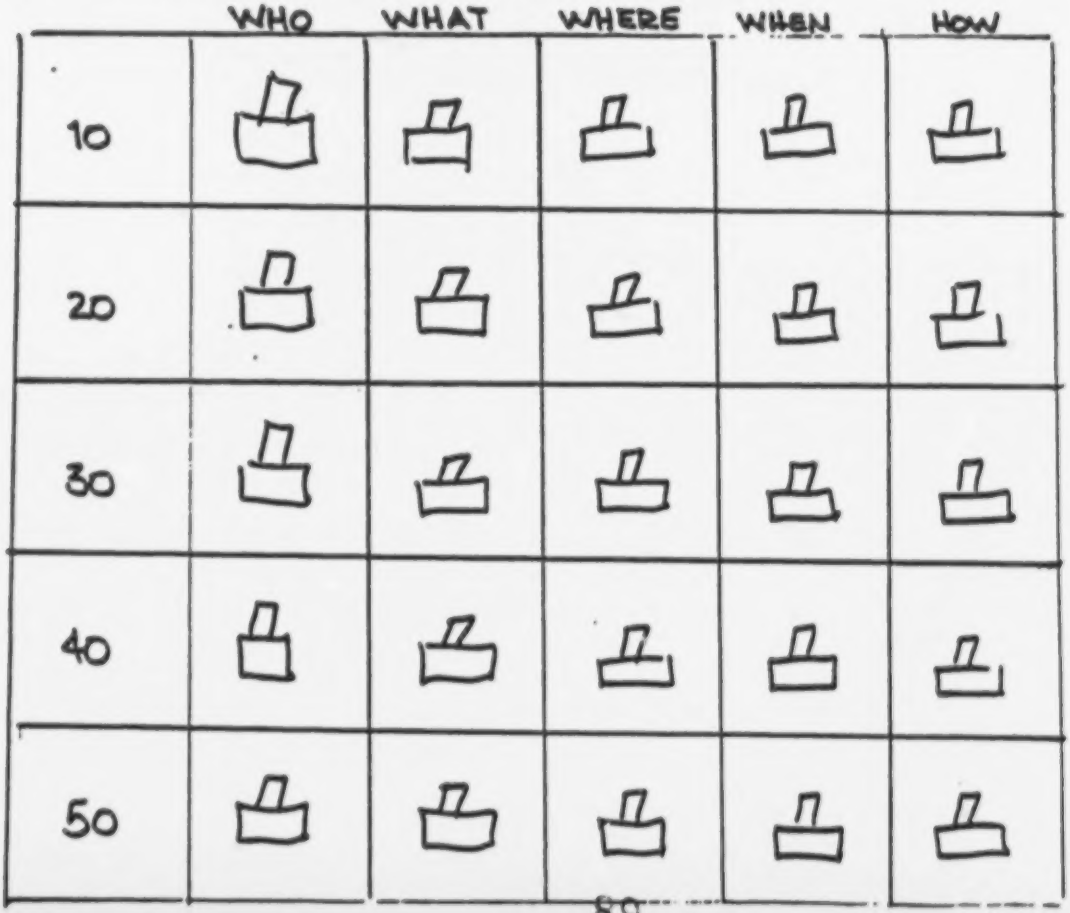
Time Required: 20-45 minutes, depending on level

Purpose: to practice "wh" question formation, to acquire new information, and to have fun

Materials: Gameboard or note cards and a chalkboard

Process:

Have you ever seen the game show "Jeopardy"? Watch it at least once to get an idea how this game operates. This ESL game concentrates on question formation. The questions are divided into "who," "what," "where," "when," and "how and ordered by difficulty, from 10 points to 50 points. (see illustration). I've had students generate questions and then I rank them. We've had students make the questions even in the beginning class. That way the information shared is the students'. (See attached lists of student-generated questions.) You can also compose questions based on a story you have just read (intermediate-advanced), a unit you have just completed, or on current events.



1. Divide the class into teams. There can be two or three teams.

2. Have a process for deciding which team goes first, ie: choose a number between one and ten, roll a die, draw straws.

3. A person from the first team selects a "category" (who, what, where, when, or how) and an amount, ie: I'd like "who" for 10 points.

4. Either the teacher or another student can read the answer, ie: The President of the United States.

5. A member from either or any team has one minute to provide the question, ie: Who is Ronald Reagan?

6. If the student is correct, the team receives 10 points and the answering student must select a category and an amount, ie: I'd like "what" for 30 points.

7. Continue as in Step 4.

8. If a student generates an incorrect response, proceed according to your own judgement. I might give a team a few chances; I might scratch the answer and go on; I might open it up to everyone again; I might deduct ½ the amount of the question from the score of the team in error and give the other team a chance.

9. The game is over when all the answers have been uncovered or time is up.

Note: Your creative imagination can be the guide for developing this game to suit the needs of your students. You or your students can revamp the rules and in some respects the procedures. As long as the rules are fair, there's an element of risk, and the students are practicing English, do whatever you decide. But most importantly, <u>have fun</u>!

SAMPLE ANSWERS

Instructions: Cut along black lines and use for your JEOPARDY game!

These questions are probably best suited for an advanced class, although the questions the beginning class came up with are no easy things.

WHO	WHAT	WHERE	WHEN	HOW
10 Ronald Reagan	10 a violet	10 Fairfax County Adult ESL	10 March 16, 1987	10 12 eggs
20 the beginning class teacher	20 red, white, and blue	20 in Washington, D.C.	20 the fourth Thursday in November	20 by inserting a coin, pushing a button, and getting it
30 Gerald Balliles	30 a word that shows action	30 on the snow-covered mountain slopes	30 in 1945	30 36 inches
40 Elaine Baush	40 a supersonic jet	40 in Moscow	40 July 4, 1776	40 4 times a year
50 George Bush	50 the bicentennial of the signing of the constitution	50 in Anaheim, California	50 November 1980	50 211 years old

ADDITIONAL CONVERSATION ACTIVITIES

1. Discuss a current movie or TV show.

2. Watch one hour of TV per night and write in a journal the ideas of the program.

3. Video tape student-generated dialogs.

4. Write a soap opera.

5. Collect humorous language forms: puns, mixed idioms, palindromes, tall tales. chants, limericks, riddles.

6. Organize a joke festival.

7. Select a VIP (Very Important Person) for each class. Let him/her tell about him/herself, his/her country, job, family, etc. The other students can ask any questions they want as long as they are clean.

8. Take candid school photos and let students caption them.

9. Create a box of "hot" topics to discuss. Students can contribute ideas. (ie, Do you think bilingual education is good for immigrants?) When you have five to ten minutes, select a student to pull a card from the box and ask another student the question.

10. Use school issues, industry issues, government issues, or world issues for discussion groups. Small group discussions can lead to further reporting.

11. Share humorous experiences in the workplace that involve English; write stories, dialogues, or plays.

12. Write an advice column about a work-related problem, exchange it, and write a response.

13. Exchange phone numbers and call each other and/or call the teacher. Have certain tasks or questions to ask.

DISCUSSION STRIPS

What makes you shy at work?	What makes you nervous at work?
What upsets you at work?	What makes you happy about work?
What frustrates you at work?	What makes you angry at work?
What makes you feel good about work?	What irritates you at work?

Directions: Cut the strips along the dotted lines.

Let a student pick a strip from a hat or basket.

Then s/he must discuss it. Let the discussion spread to other students.

REPORTING EMERGENCIES

Dialogue

Manuel: Oh, no. Look - Fire!

Anh: Should we pull the fire alarm?

Manuel: I don't know where it is. Let's try to put out the fire ourselves. Where's the fire extinguisher?

Anh: Over there - on the wall.

Manuel: Quick - get Mr. Johnson and I'll get the fire extinguisher.

Mr. Johnson: Did you pull the fire alarm?

Manuel: No, not yet. We didn't think we needed to.

Anh: We got the fire extinguisher instead.

Mr. Johnson: Well, you were able to put the fire out this time, but next time be sure to pull the fire alarm.

FIRE PREVENTION

Find the word to finish the sentence. Fill in the blanks with the word or words. See the example. Use the words two or three times each.

1. _____ comes from a fire. People hurt their lungs by breathing_____ in.

2. Children like to play with_____.

3. (two answers) They connect a _____ to a _____ _____ to get water to put out the fire. The _____ is like a long tube. The _____ _____ is like a special faucet.

4. A family needs a _____ _____ _____ for emergency injuries. A _____ _____ _____ has supplies for burns and cuts in it.

5. Use a _____ _____ to put out a fire. Keep the _____ _____in the kitchen. Everyone in the family should know how to use a _____ _____.

6. A match causes a _____. A _____ is a bit like a fire.

7. Some houses have _____ _____. _____ _____ make a loud sound to warn a family about smoke.

8. Refrigerators and washing machines are _____ _____. Keep your _____ _____ in good condition. Then they will not cause fires.

9. In big buildings and on city streets there are _____ _____ _____. Use a _____ _____ _____ to warn others of a fire nearby.

smoke detector

fire extinguisher

fire hydrant

flames

hose

first aid kit

fire alarm box

smoke

matches

WORK RELATED EMERGENCIES

The following emergencies can be demonstrated by dramatization.

Emphasize two basic responses:

1. Reporting situations to supervisor immediately or to whoever is in charge, if supervisor is unavailable.

2. Only contact the authorized doctor or medical facility.

Simple first aid procedures can be administered as each situation demands.

A custodian is shovelling snow; he slips on ice and falls. He thinks his leg is broken. What would you do?

Dong was scrubbing the floors in the bookroom. He had been breathing the fumes for too long and feels very dizzy and sick to his stomach. He needs some help!

Elizabeth didn't look good when she arrived at work. Now she says she feels terrible. She's very dizzy, has a headache and is beginning to get a fever. What should she do?

Luis was changing a light bulb in one of the classrooms and he fell off the ladder. He's in a lot of pain. What happens now?

Yong was using the buffer in the main hall. When she unplugged it, she received a bad shock. What should she do?

Aroune walks to his car to go home after work and he sees a big dent in the side. His car didn't have a dent when he came to work this morning. What should he do?

Miriam was washing the toilets when some germicide splashed on her face. She says her eyes feel like they're burning. How would you help?

A friend is walking to the cafeteria and he slips and falls. He says it hurts to move. How could you help him?

You hear someone yelling, "Help me! Help me'." but you can't see anyone. What should you do?

DANGER SIGNALS AND PRECAUTIONS

The following three pages contain eight sets of three cards each. The cards contain the following: a danger signal, a warning about the danger, and a symbol of the danger.

Cut the cards apart and shuffle them. Have students match the dangers with the precautions and the symbols.

SKULL & CROSSBONES

Be careful when working with things that are poisonous (toxic).

FUMES (WAX REMOVER, CAN VAPORS)

Don't breathe these in closed places.

LABELS (BIG)

VOMITING

NO VOMITING

MILK

NO MILK

Read these for antidotes in case of poisoning.

RUBBER GLOVES

Always wear these when using liquids that burn (caustic)

LADDER

Use this when changing light bulbs; don't use chairs and desks.

FRAYED CORD

Repair these before using them.

CAN & CIGARETTE

Don't smoke near your cleaning supplies.

OVERFLOWING TRASH AND PAINT CANS

Clean this up when it's too full.

EMERGENCY POSTER

Cut out the following poster, discuss, then post in your room.

In addition you can discuss and demonstrate each item in the poster.

GENERAL EMERGENCIES

1. Teach 911 for Emergencies--police, fire, hospital

2. Review non-emergency telephone numbers--police, fire, hospital

3. Have students obtain a list of county approved physicians plus their telephone numbers.

4. Locate the nearest medical facility for emergency treatment.

EMERGENCIES

1. Call for help.

2. Give first aid.

3. Report
   - who
   - when
   - where
   - what
   - how

4. Use authorized doctor or medical facility.

FIRE

These activities will help students become aware of precautions to take in case of fire at their worksite.

1. Know location and how to activate the school's fire alarm.

2. Teach students to respond to fire alarm drill.

3. Find the closest exit to the work station and break area. Discuss the basic procedures of quickly exiting during a drill.

4. Demonstrate how to leave the building from any area by using the school map showing all building exits.

5. Know how to use a fire extinguisher. Where are they located? How do they work?

REPORTING FORM

Students practice leaving messages for their supervisors concerning broken equipment, problems, or potential safety hazards.

Some of the items they can report:

The door is off its hinges.

The pipe is leaking.

The water fountain is stopped.

The locker is broken.

The wall plate is missing.

The faucet is dripping.

The sink is overflowing.

The vending machine is out of order.

The buffer isn't working.

Something is stuck in the lock.

Something's wrong with the pay phone.

After they write the messages, they can role play telling their supervisor what is wrong.

DATE: _____

TO: _____

The _____ in Room _____

is _____.

FROM: _____

DATE: _____

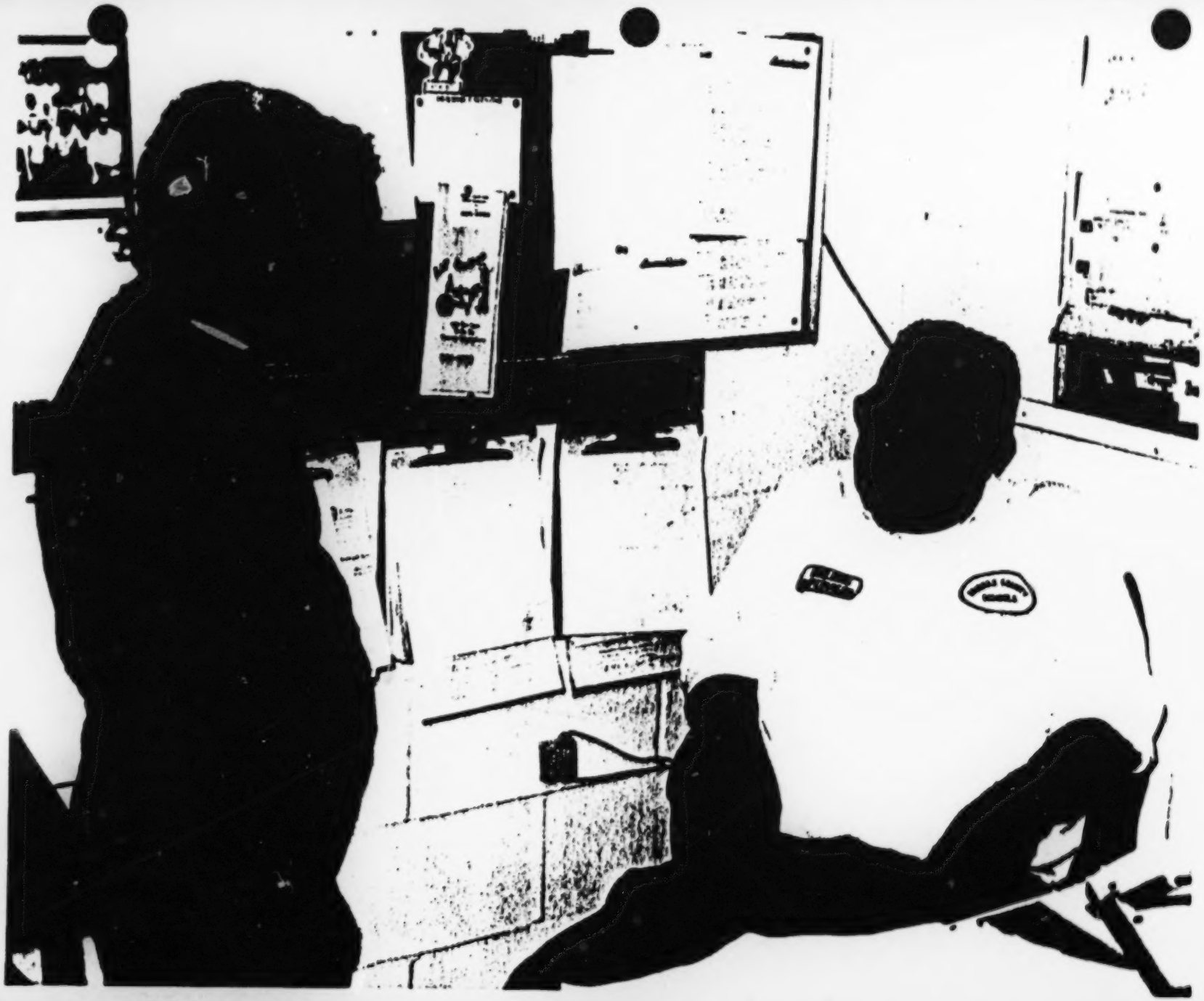
TO: _____

The _____ in Room _____

is _____.

FROM: _____

RECEIVING CRITICISM AND PRAISE



116

117

Dialogue

Supervisor:	Won, I want to talk to you.
Won:	Sure. What's the problem?
Supervisor:	You didn't clean this room well.
Won:	I'm sorry. What's wrong with it?
Supervisor:	The floor is dirty and you didn't empty the trash can.
Won:	I forgot. I'll do it right now.
Supervisor:	O.K., but get it done fast because we have a lot more work to do.
Won:	I will!

Substitutions:

I have / want to see you. - I need to talk to you for a minute.

"Wipe these mirrors. Wash the blackboards. Wax the halls. Buff the floors. Pick up the trash. Vacuum this rug."

Students will think of similar situations.

PRAISE AND CRITICISM ACTIVITY

Cut the following cards out and distribute to students. Pair the students for a role play; have them think of real life happenings and engage in them as a group.

Supervisor: You're not working fast enough. You'll have to hurry.	Co-Worker: You've been late so that makes more work for me. Please be on time.	Supervisor: These bathrooms look really clean.
Supervisor: The floors don't have a nice shine. Do them again!	Teacher: Thanks for doing such a nice job. My blackboards always look great.	Co-Worker: I've been going a lot of work lately. I need more help from you.
Principal: You forgot to pick up the trash out in the parking lot. Take care of that!	Supervisor: You've been calling in sick too much. You can't keep doing this.	Principal: Everybody tells me how good our school looks. Thanks! Good job!
Co-Worker: We have a lot of fun working together.	Supevisor: The teachers have been complaining to me that the bathrooms are a mess. Clean them up!	Supervisor: You used the wrong cleanser to clean the chalkboards in the rooms.

PARAGRAPH CONSTRUCTION CARDS

This game is played like the sentence construction game in the unit "Interacting with co-workers." Cut the cards out along the dotted lines. Distribute randomly to students. A student must yell out an appropriate beginning sentence. "She had a flat tire," is not an appropriate beginning sentence because we don't know who "she" is. They must construct a three sentence paragraph that makes sense. As with the sentences, any combination, if correctly placed, will be logical.

KY WAS LATE FOR WORK.	HER BOSS YELLED AT HER.	SHE CRIED.
ASSAM WAS VERY SAD.	SHE HAD A FLAT TIRE.	SHE SAID SHE WAS SORRY.
SU-LI RAN ALL THE WAY TO WORK.	THE BABY CRIED ALL NIGHT.	SHE WAS TIRED.
KYUNG DIDN'T CALL TO SAY SHE WOULD BE LATE.	SHE HAD TO STAY LATE TO FINISH HER WORK.	SHE WAS UPSET.

READING PASSAGE

A Custodian Has Problems

What a day! Kyung had car problems so she was 30 minutes late to work. She told her supervisor but he didn't say anything. She had more work to do because the chairs had to be set up in the cafeteria. This afternoon the students in the school will have a concert. It's not easy to set up 650 chairs and still do all your regular work.

Before lunch Mr. Thomas, her supervisor, said in an angry voice, "Did you get the front office vacuumed?" She thought, "How am I going to finish all this work on time?" But she didn't say that to him. She told him, "Sorry, Mr. Thomas, the chairs took a long time. I'll vacuum the office now."

She had lunch with another custodian, Maria. She and Maria were becoming friends. She told Maria what had happened that morning. Maria said, "Don't worry about Mr. Thomas. He knows you're a good worker. You're a great custodian! Everybody gets in trouble sometimes."

It was about 3:30 - time to go home. Kyung was walking out the door and Mr. Thomas said, "Be on time tomorrow!" Kyung hated being late and she hated being criticized by her boss. Then she remembered Maria's kind words: "I <u>am</u> a good worker and I'm a terrific custodian!" When she saw her car in the parking lot she forgot all about her job. She was going to stop at the gas station and get it fixed. "I won't be late tomorrow!"

SHORT ANSWER QUESTIONS

1. Why was it a bad day for Kyung?
2. 1) Did Mr. Thomas notice that she was late?
   2) Did he yell at her for being late?
3. Was this a regular day at school for Kyung?
4. Did she have anybody at school to talk to? Who?
5. How do you think she was feeling at lunch?
6. How did her friend help her feel better?
7. How did Kyung feel when Mr. Thomas said, "Don't be late!"
8. Do you think Kyung is a good worker? Why?
9. Was she going to worry about her problems all night?
10. What was she going to do to make sure she'd be on time the next day?

Discussion Questions

1. How do you feel when you're criticized by your boss?
2. Have you ever been criticized by a co-worker?
3. Do you ever tell another custodian what a good job she's doing?
4. Do you give and receive compliments at work?
5. Do you sometimes have to tell a co-worker that there's a problem between you? Is this difficult?

Related Vocabulary

concert	terrific	criticized
regular	between	compliments
becoming	notice	co-workers
trouble	yell	custodian

SCRAMBLED STORY

1. Cut each word along the dotted lines. Be sure to keep sentences intact. There is a blank card between each sentence.

2. Paper clip whole sentences together, but scramble the words first.

3. Distribute one sentence to each person or to groups of two.

4. Instruct them to arrange the words into a cohesive sentence.

5. When the person or group finishes one sentence, have them select another. They must unscramble all twelve sentences.

6. When they have unscrambled all the sentences, then they must arrange the sentences into a logical paragraph.

7. Students can also write the sentences on the chalkboard or on newsprint and arrange them in order as a group.

8. As a creative writing exercise or a discussion exercise students can decide what Paul will do next. What will happen? How can he get the letter back? Have you ever felt like Paul? What did you do? What else could Paul do? The problem posing could continue for quite a while.

Paul	is	mad		He	has	worked	for	th
Acme	Trucking	Company	fifteen	years	and	he	has	never
been	sick	a	day		He	is	hardworking	and
loyal	to	the	company		But	when	the	company
has	a	better	job	they	don't	promote	Paul	
Last	year	they	promoted	Harvey	Boman		Harvey	is
a	good	man	and	he	has	worked	for	the
company	for	a	long	time		But	this	time
they	promoted	Ed	Kell		Paul	has	worked	for
Acme	for	fifteen	years	but	Ed	has	worked	for
only	five		Ed	has	not	been	a	good
worker	either		Paul	thinks	it	just	isn't	fair
	So	he	sits	down	and	drinks	six	cans
of	beer	and	writes	a	letter	to	the	president
	He	mails	the	letter .	but	then	suddenly	he
changes	his	mind						

THE MAILBOX

Paul is mad.

He has worked for the Acme Trucking Company fifteen years and he has never been sick a day.

He is hardworking and loyal to the Company.

But when the company has a better job, they don't promote Paul.

Last year they promoted Harvey Boman.

Harvey is a good man and he has worked for the company for a long time.

But this time they promoted Ed Kell.

Paul has worked for Acme for fifteen years but Ed has worked for only five.

Ed has not been a good worker either.

Paul thinks it just isn't fair.

So he sits down and drinks six cans of beer and writes a letter to the president.

He mails the letter but then he suddenly changes his mind.

UNDERSTANDING PERSONNEL INFORMATION

Dialogue

Supervisor and new employee:

Bill Johnson:	"Hi, Van. How's it going?"
Van:	"Hi, Bill. I just got my first paycheck and I don't understand all these deductions."
Bill Johnson:	"Oh. I know the problem! Money was withheld from your paycheck for social security (F.I.C.A.), for federal and state taxes, and for health insurance. See?"
Van:	"Yes. But I thought health insurance was a benefit!"
Bill Johnson:	"Well, it is: the company pays for your coverage and you pay for your family's coverage, but at a reduced rate."
Van:	"I understand now. What about sick leave?"
Bill Johnson:	"Sick leave means you will still be paid your salary when you are sick or injured and can't work."
Van:	"I see. Thanks a lot for your help, Bill. I think I should keep this pay stub for my records. Right?"
Bill Johnson:	"Yes, that's very important, Van. Remember, I'm here to help you anytime you have questions about your job or about our personnel policies."
Van:	"Thanks again, B.J. You have been a big help. 'Bye."

G L O S S A R Y

benefit (n.)	an advantage to the employee that is not money (salary).
coverage (n.)	everything that insurance pays for.
deduction (n.)	money taken away from the employee's total salary.
federal (a.)	having to do with the national government.
health insurance (n.)	a plan to help pay for medical, doctor's and hospital expenses.
injured (a.)	when a part of the body is hurt or broken.
leave (n.)	time off from work.
paystub (n.)	the receipt that comes with the paycheck.
records (n.)	papers or documents with important information.
reduced rate (a. + n.)	a lower than normal cost or price.
salary (n.)	wage; money earned for working.
social security (n.)	a government sponsored pension plan. All employees and employers pay money which is returned to the employee at retirement.
tax (n.)	money that everyone pays to cover the costs of government.
withhold (v.)	to keep back. Part of an employee's salary is kept (withheld) by the employer to pay for taxes and insurance.
personnel (a. + n.)	(n.) The employees; all the people who work in a company or office. (a.) Having to do with the employees.
policy (n.)	the way a company or office does things.

II. Comprehension

Word Race

Make up sets of index cards with one new word on each of about 10 cards. These should be words students need to recognize and understand, but don't necessarily need to write. Give one set to each team:

deductions	coverage	income	
federal	personnel	promotion	benefits
withheld	paystub	transfer	

Teacher reads a set of statements or questions with a word missing. Teams respond by holding up card with the correct missing word. The first team to display the correct word wins the point.

1) My paycheck has many deductions.
2) Everyone has to pay federal taxes.
3) I want to transfer to a job nearer to my house.
4) It's very important to keep your paystub.
5) Social security payments are withheld from your paycheck.
6) Health insurance and paid vacation time are benefits.
7) I just got married. I need to change my health insurance coverage.
8) Your supervisor can help you with personnel questions.
9) If I work hard maybe after a year I can get a promotion.
10) A higher income usually means higher taxes, too.

Team Tic-Tac-Toe

SOCIAL SECURITY	PAYCHECK	INCOME TAX
HEALTH INSURANCE	PROMOTION	BENEFITS
SALARY	SICK LEAVE	RECORDS

Each team chooses a word from the grid and uses it correctly in a sentence. A correct use gets an X or O in the square. Incorrect use allows the other team a turn. Continue until one team gets three in a row. Change words in the grid as appropriate.

EXERCISES FOR TEACHING VOCABULARY

I. Recognition and spelling of new words

Vocabulary Pyramids

Use the new words to fill in the blanks and build a word pyramid.

— — —

— — — —

— — — — —

— — — — — —

— — — — — — —

— — — — — — — —

— — — — — — — — —

rate

leave

salary

records

withhold

insurance

deductions

WORD SEARCH

In the squares are many of your new words. They are spelled forwards, backwards, and up and down. See how many you can find. Draw ⬭ around them. When you finish, check the list of words on the back. there are 16 words.

s	n	o	i	t	c	u	d	e	d
n	o	i	t	o	m	o	r	p	l
d	p	a	y	s	t	u	b	s	e
l	t	f	e	v	a	e	l	e	n
o	i	o	e			e	e	c	n
h	f	r	g			t	m	u	o
h	e	m	a	o	i	a	o	r	s
t	n	s	w	n	d	r	c	i	r
i	e	c	o	v	e	r	n	t	e
w	b	r	a	i	s	e	i	y	p

deductions	leave
personnel	forms
promotion	raise
paystub	cover
benefit	wage
withhold	rate
security	i.d.
income	no.

III. Putting new words to work

Cloze Exercise

Fill in the blanks with words to complete the sentences.

Ana had an accident _____ night on her way _____ from work. She was _____ and had to go _____ the hospital. She called _____ supervisor, Mrs. Grant, the _____ morning to tell her what _____ and to ask for _____ leave. Mrs. Grant called the _____ office to find out _____ Ana's insurance benefits. Fortunately Ana's _____ were in order and she _____ have any problems. She _____ off work for one _____.

records	didn't	about	
week	work	next	personnel
to	was	happened	sick
last	injured	her	

Ana had an accident last night on her way home from work. She was injured and had to go to the hospital. She called her supervisor, Mrs. Grant, the next morning to tell her what happened and to ask for sick leave. Mrs. Grant called the personnel office to find out about Ana's insurance benefits. Fortunately Ana's records were in order and she didn't have any problems. She was off work for one week.

A FEW DAYS LATER THE COMPANY PRESIDENT CALLED VAN INTO HIS OFFICE.

IN ONLY SIX MONTHS HE BECAME A SALESMAN.

"WELL," VAN ANSWERED, "THANKS A LOT, DAD!"

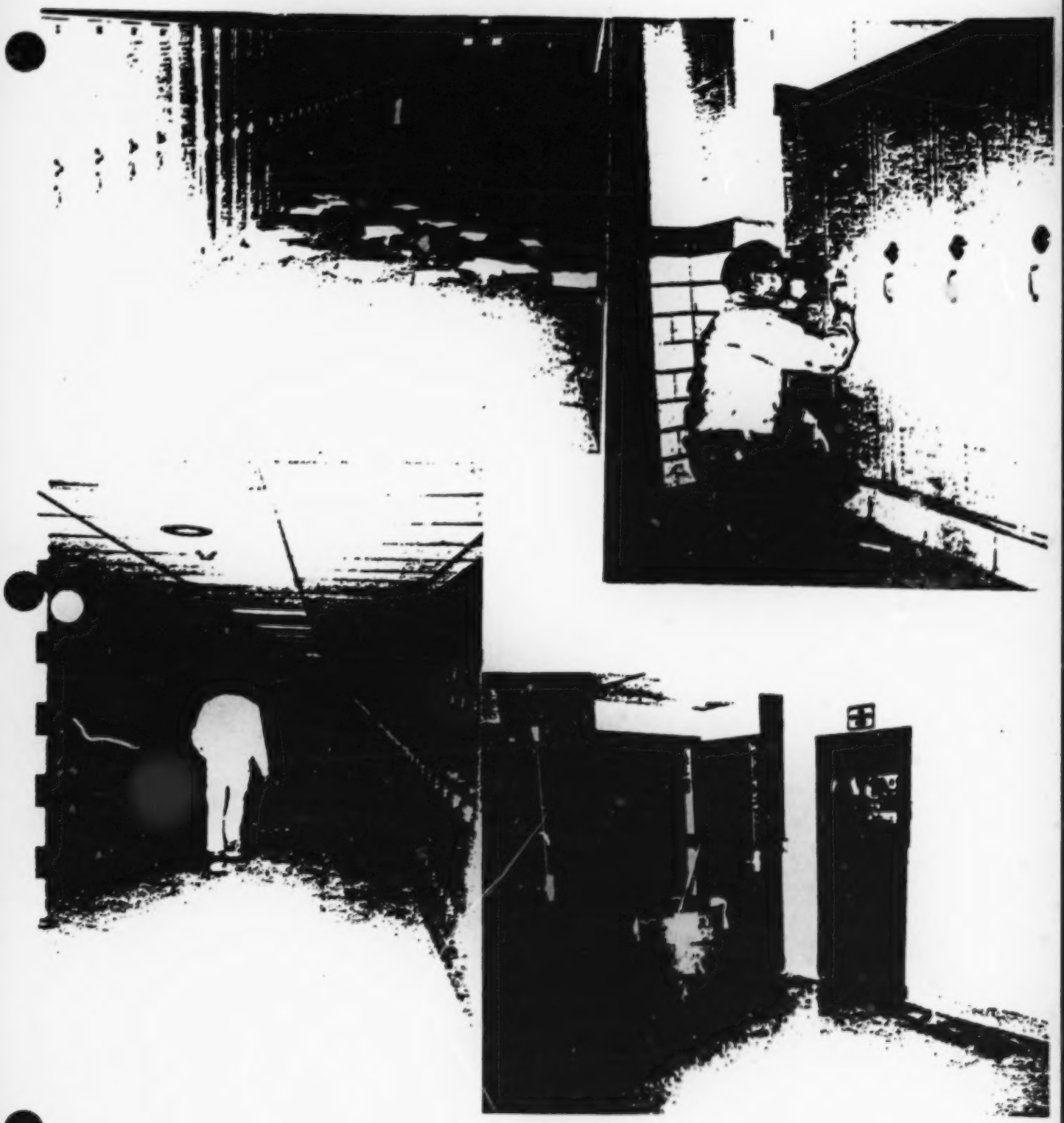
THE PRESIDENT SAID, "YOU HAVE BEEN HERE LESS THAN TWO YEARS, AND ALL YOU CAN SAY IS 'THANKS'?

VAN SAID, "THANKS."

ONE YEAR LATER HE BECAME VICE PRESIDENT OF THE COMPANY.

THE PRESIDENT SAID, "I WILL RETIRE NEXT WEEK AND YOU WILL BECOME THE NEW PRESIDENT."

VAN STARTED WORK AS A CUSTODIAN IN THE XYZ COMPANY.



AS THEY WORK--OFTEN A SOLITARY JOB

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RESOURCES UTILIZATION CHART

	MAKING PHONE CALLS	REPORTING EMERGENCIES	UNDERSTANDING POLICIES	RECEIVING CRITICISM	TAKING DIRECTIONS	INTERACTING WITH COWORKERS
Survival English		Ch 4 Ch 10	Ch 1 (Forms) Ch 9 (Forms)		Ch 5	Ch 9
Base 1		Ch 5	Ch 1 (Forms)		Ch 4	
Beyond the Classroom	Topic 1, Part 4	Topic 4				
Base 2		Ch 1				
English that Works 1					Units 4 & 5	
English that Works 2		Unit 3			Unit 2	
Speaking up at Work & Working on	Unit 2, Sect 1	Unit 4, Sect 2 & 3		Unit 5, Sect 1	Unit 2, Sect 2 & 3	Unit 3, Sect 1 & 2 Unit 4, Sect 1, Unit 5
Let's Work Safely		Complete Text				
Talkativities					Locations & Directions Map Directions	Listening Activities
LAFFFS						
Back & Forth					Complete Text	Complete Text
Forms in Your Life						
English Spoken Here (Life in the United States)	Unit 4			Unit 3, 5	Unit 3	Unit 3,4,5
Don't Get Fired	Unit 2		Unit 3	Unit 8	Unit 4	Unit 10

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Warden, Susan. Language Training in the Workplace. Resource List for ESL/ Workplace Classes. Toronto, Ontario: Ministry of Citizenship and Culture, 1982.

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Wilde, Cindy. Vocational English as a Second Language. A Partnership with Industry. Sunnyvale, CA: Fremont Union High School District.

ANNOTATED TEXTS

Anema, Durlynn. Don't Get Fired! Hayward, CA: Janus Book Pub., 1978.

This is an excellent text for the student who has intermediate level reading skills. It consists of interesting and informative stories about individuals in basic vocations, followed by useful comprehension activities. The situations cover cultural aspects such as the importance of being on time, accepting criticism wisely, leaving personal problems at home and following directions.

Breyer, Pamela. Grammarwork - English Exercises in Context, Books 1-4. New York: Regents Publishing Co., Inc., 1984.

A graded series providing written exercises for manipulation of a grammar structure in a contextual setting. Each exercise is self-contained, enabling the teacher to pick and choose the exercises appropriate to the lesson or to the needs of the student.

Jupp, T.C. and Hodlin, S. Industrial English. London: Heinemann Educational Books Ltd, 1975.

Explores what is involved in constructing a functional language course in elementary English both in principle and practice. It provides 200 teaching items which demonstrate the functional approach, and which can be adapted and expanded to meet new situations. An excellent resource for the teacher in an EWP program.

Messec, Jerry L. and Kravich, Roger E. English Spoken Here (Series): Getting Started; Consumer Information; Health and Safety; Life in the United States; with accompanying exercise books. New York: Cambridge Book Co., 1982.

An integrated series designed for aural/oral language proficiency using competency-based and functional contexts for the beginning to intermediate student. Many units apply to EWP, such as "Going to Work (Unit 5 in Getting Started) Who's in Charge" (Unit 1 in Life in the United States), "Keep up the Good Work" (Unit 3 in Life in the United States). Others develop the student's social interaction skills. The workbooks provide the opportunity for writing re-inforcement.

Mrowicki, Linda. Let's Work Safely! Palatine, IL: Linmore Pub., Inc., 1984.

A text that provides high beginning and intermediate English as a Second Language students with the nexessary language and safety concepts to function safely at work or in the vocational training class. It covers general safety topics, safety clothing, safety procedures, working conditions, and accidents. Contains excellent illustrations and appropriate exercises in an easily readable format.

Robinson, Catherine and Rowenkamp, Jenise. Speaking Up at Work. New York, NY: Oxford U. Press, 1985.

Many relevant work topics are presented in a clear, easy to understand format accompanied by excellent illustrations. The sections on following directions, reading a floor plan, understanding time schedules and paychecks, learning about personnel benefits and a basic introduction to tax forms were very applicable to our students' lives on the job.

Savage, K. Lynn and How, Mamie, et al. English That Works - ICB-VESL, Books 1 and 2. Glenview, IL: Scott, Foresman and Co., 1982.

These two texts present skills necessary for the pre and active vocational student. Book lhas an in-depth unit on personal identification, map reading, time schedules and the interview. Book 2 presents comprehensive activities related to compiling work experience, interpreting bus and train schedules, safety information and reading want ads. Our beginner students found the personal information section beneficial and the instructor found the structural patterns presented in a vocational context effective.

Center for Applied Linguistics. Needs Assessment in ESL. Language in Education: Theory and Practice, No. 41. ERIC, ED 208679, FL012597

In recent years, many schools, churches, social groups, and corporations have found it desirable to implement programs designed to improve the English communicative abilities of their employees, students, or clients. This report attempts to provide these institutions with a general picture of the ESL situation today and to suggest ways in which they might sensibly assess and respond to the functional, sociocultural, and educational needs of their English speaking members. Two different types of communities of second language speakers are identified. One is the relatively stable, permanent community whose members need to function with near-native proficiency in English. The other is transitory and temporary and their language needs will vary depending on the domains in which they operate. For the former group, educational needs may take precedence while for the latter group sociocultural and functional requirem ents are preeminent. Topics reviewed include: (1) the needs assessment process including the identification of language-minority communities, determining community goals, and determining the extent of needs; and (2) characteristic assessment practices of some specific communities including public schools, colleges and universities, junior/community colleges, corporate programs, and adult basic education programs. (JK)

Center for Applied Linguistics. Working in the United States. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1986.

A video tape and accompanying set of three student workbooks designed to give students practice in dealing with linguistic and cultural differences that they may find as they start work in the United States. Each workbook segment contains four parts: preview, viewing, postview, and applications. The twelve segments are:
"A Typical Day on the Job"
"Following Directions"
"Asking for Clarification"
"Making Small Talk"
"Providing Feedback"
"Reporting Progress and Problems"
"Responding to Interruption and Criticism"
"Workplace Forms, Diagrams, and Time Clocks"
"Greetings and Farewells"
"Requesting Permission and Apologizing for Mistakes"
"Requesting and Offering Assistance"
"Safety on the Job"

Presents a broad range of occupations and functions.
Can be a useful supplement.

Wilde, Cindy. Vocational English as a Second Language: A Partnership with Industry. ERIC ED 241804, CE 800037

This monograph offers a process model developed by the Fremont Union High School District (California) for the implementation of Vocational English as a Second Language (VESL) at industry sites for minority employees who have limited English proficiency and are unable to continue classes in a traditional manner. The following areas are covered: (1) employing a project director to coordinate planning between education and industry: (2) finding companies with a large number of limited English proficiency (LEP) employees and a philosophy favorable to VESL; (3) understanding how the industry system operates; (4) making initial contacts with industry: (5) identifying, developing, and adopting suitable curriculum (6) training supervisors of LEP; (7) considering logistics such as suitable classrooms length of course, incentives, transportation and student recruitment; (8) dealing with paperwork; (9) preparing teachers; (10) evaluating the program and student progress; (11) determining costs; and (12) finding funding alternatives. Information is given on establishing an advisory committee of industry representatives, educators, and students.

APPENDICES

APPENDIX A

ENGLISH IN THE WORKPLACE

Fairfax County Public Schools
Office of Adult and Community Education

Training has been successful for all levels of employees from entry level to top managers in

* banking
* hotel services
* food services
* manufacturing
* maintenance services
* government

For more information call
Elaine Baush
893-1093

- Do your limited English proficient (LEP) employees say "yes" when they mean "no?"
- Can you understand them when they speak to you?
- Do they rely on interpreters?
- Do they do things incorrectly after you have given them proper instructions?
- Do they misunderstand customer's or client's requests?
- Is there a communication barrier?

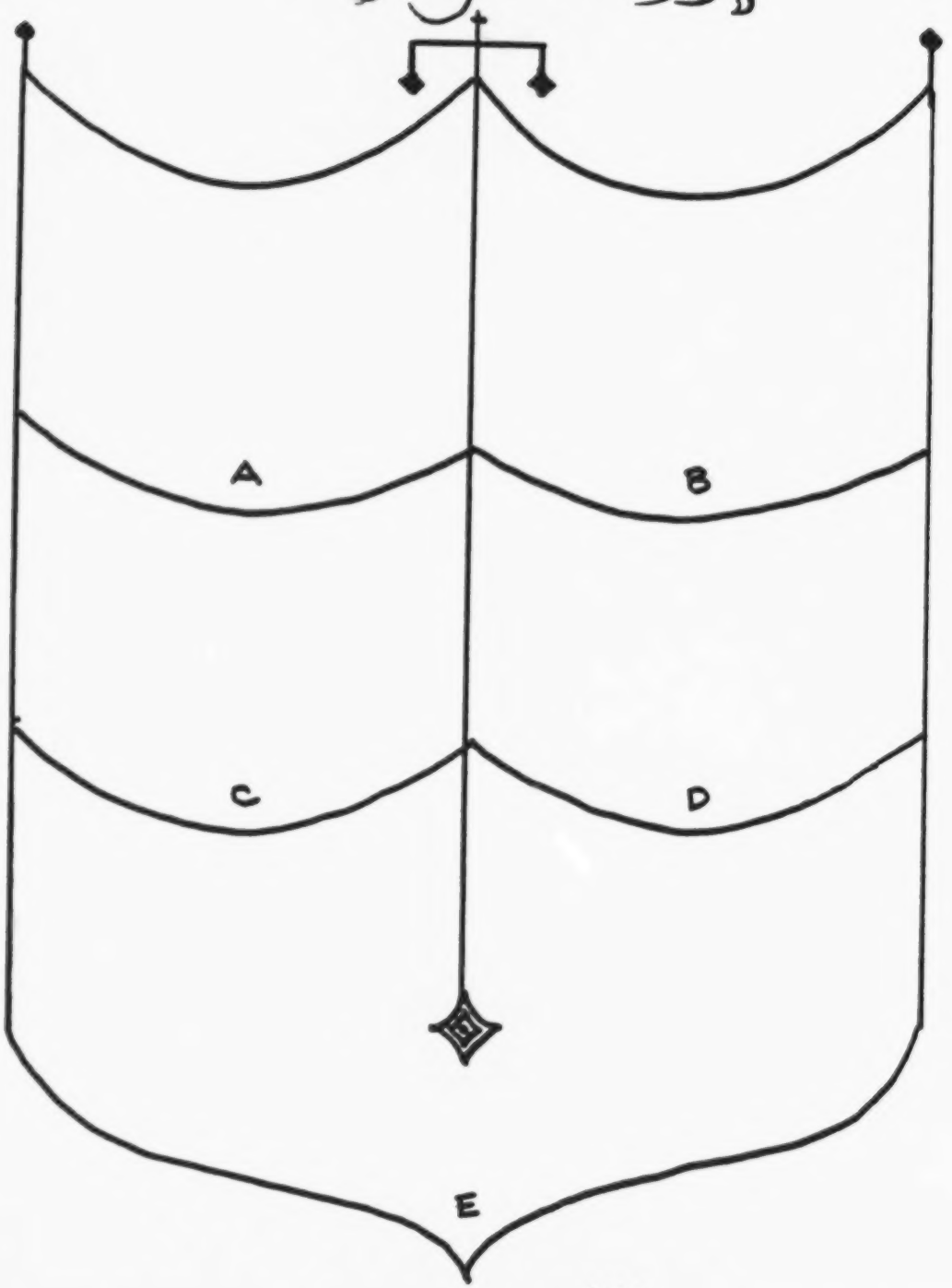
English in the Workplace can be the answer

Fairfax County Public Schools' Office of Adult and Community Education can bring job-specific English as a second language training to your workers

- classes conducted at the worksite at employer's convenience
- course content tailored to employers' and employees' need
- employers, employee, and instructor collaborate on course design, needs assessment, and evaluation of progress
- practical, everyday Spoken English
- concurrent training for supervisors of LEP employees
- observable, immediate results: improved pronuncation, improved client, guest satisfaction, more productive workers
- individual and group instruction
- certified teachers with many years experience

APPENDIX B

Cultural Coat of Arms



CULTURAL COAT OF ARMS

A. Symbolize an element of dress or clothing you have or admire that represents your culture.

B. Symbolize a favorite food that is part of your cultural identity.

C. Symbolize or summarize in a phrase your cultural group's greatest accomplishment.

D. Symbolize or describe an artifact of your culture you have at home or in your office.

E. Summarize in a phrase a social pattern or generalized cultural value that is reflected in your personal style.

CULTURAL COAT OF ARMS

QUESTIONS

Talk about the following questions within your group and record some of the comments/observations you make.

1. What part of the cultural coat of arms did you find the most difficult?

2. What questions came into your mind as you were doing the coat of arms?

3. Identify the primary cultures (American/Chinese/Italian/Greek/etc) which you chose and then identify any subcultures (single/married/women/men/Texan/etc.) which you included as a part of your cultural coat of arms.

4. Did you mix symbols for primary cultures and subcultures?

5. What time frame did you use symbols from--past, present, future?

6. What other comments or observations do you have after reviewing the cultural coat of arms?

Culture Shock and Cultural Adjustment

Interview

Instructions: Interview someone who was born in another country and has moved to the United States within the last five years. Spend about twenty minutes discussing the questions outlined below. These questions are intended to be used as conversation starters and guidelines; feel free to vary the format of the interview. It is important that you ask questions and not give someone this sheet to fill out.

1. What happened on your first day in the United States?

2. Describe your first experiences with:

   a. food in this country

   b. housing in this country

   c. transportation in this country

   d. shopping in this country

   e. employment in this country

   f. parties/making friends in this county

3. What unexpected, surprising, or unusual things have you learned about life in this country?

4. In what ways is life in this country different than life in your country?

REACTION FROM INTERVIEW

1. What was your first reaction to doing an interview?

2. Was it easy or difficult to find someone to interview? How did you select your subject?

3. How did the interview progress?

   Were there lapses of silence?

   How did you react during the periods of silence?

   How did you decide when to wait for the person you interviewed to talk and when to move on?

4. How did the person you interviewed feel about being interviewed?

5. Did the interview questions work well as conversation starters?

6. What did you find out that you hadn't anticipated?

7. In general, what feelings did your subject have about life in the United States?

8. How did you feel when you were finished with your interview?

APPENDIX C

FAIRFAX COUNTY
PUBLIC SCHOOLS

Department of Staff Development, Planning, and Evaluation
Office of Planning and Organizational Development
Walnut Hill Center
7423 Camp Alger Avenue
Falls Church, Virginia 22042

COMMUNICATIONS SKILLS CLASSES FOR SUPPORT SERVICES PERSONNEL

DO YOU NEED TO IMPROVE YOUR READING, WRITING, AND MATH SKILLS?

DO YOU NEED TO IMPROVE YOUR ABILITY TO SPEAK, READ, AND WRITE ENGLISH?

DO YOU WANT TO PREPARE FOR THE GED TEST?

CLASSES BEGIN JANUARY 23, 1987.

CONTACT DOLLY WHELAN OR JANE CRUZ (893-1090) FOR MORE INFORMATION.

ប្រសិនបើអ្នកជាអ្នកធ្វើការនៅសាលារៀន ហើយចង់ កែលម្អ
សមត្ថភាពខាងការអាន ការសរសេរ និងគណិតវិទ្យា ក្នុងការ ប្រើប្រាស់ភាសាអង់គ្លេស
ជាប្រចាំថ្ងៃ ដើម្បីប្រឡងយកសញ្ញាបត្រ GED ឬ ដើម្បីបន្តការសិក្សាបន្ថែមទៀត
នៅសាលារៀនក្នុងស្រុក ចំពោះការសិក្សាបន្ថែមទៀត សូមទាក់ទង
ទៅ Jane Cruz (893-1093) ឬ Nawon Kousoum
(462-4330)។

■ 개인의 향상을 위한 회화 수련반
당신의 영어회화를 향상 시킬 필요가 있습니까 :
시작 : 1월 23일 1987
자세한 문의는 CUONG NGUYEN 또는 JANE CRUZ
전화 : 893-1090 . 893-1093

■ LỚP ANH NGỮ DẶC BIỆT CHO NHÂN VIÊN NHA HỌC CHÁNH VÃ CÁC TRƯỜNG CÔNG LẬP TRONG OUẬN FAIRFAX:

* Giúp các bạn trau dồi khả năng nói, hiểu, dọc vã viết Anh ngữ.
* Khai giảng ngày 23 tháng 1 năm 1987

Muốn biết thèm chi tiết, xin diện thoại ông Cường hay bã Jane Cruz số 893-1093 hoặc 893-1090.

■ ¿Necesita mejorar su comunicación en inglés? Clases de inglés para empleados de servicios de apoyo empiezan el 23 de enero, 1987. Para mas información, llame a Jane Cruz o a Veronica Wilson a 893-1090 o 893-1093.

APPENDIX D-1

FAIRFAX COUNTY
PUBLIC SCHOOLS

Department of Career and Resource Development Services

Office of Adult and Community Education
7510 Lisle Avenue
Falls Church, Virginia 22043

Dear Supervisor,

We offer a Communications Skills Class through the Office of Planning and Organizational Development. Your employee(s) have registered for the English as a Second Language course. In order to better meet the needs of your limited English proficient employees, we are conducting this survey. Please mark all the areas and/or situations where you experience the most difficulties. Thank you for your time.

1. Which languge skills are necessary for the performance of the employees job?

   a. listening (understanding instructions, etc) _____

   b. speaking (asking for assistance, etc) _____

   c. reading (reading labels, etc) _____

   d. writing (writing reports, messages, etc) _____

2. Which skill is the most important? _____

3. Where do your employees need the most improvement?

   a. speaking on the telephone _____

   b. writing reports _____

   c. understanding directions _____

   d. speaking to supervisors _____

   e. interacting with co-workers _____

   f. carrying out instructions correctly _____

   g. asking for clarification instead of saying "yes" _____

   h. phoning in when sick or late _____

   i. coming to you with problems _____

   j. asking for permission to do something _____

   k. reporting accidents _____

l. understanding company policies _____

m. understanding evaluations _____

n. responding to criticism or praise _____

o. speaking clearly and distinctly _____

p. using appropriate gestures and responses _____

q. reporting health/family problems _____

r. other:

4. What is the level of English proficiency of your employees?

low

middle

high

5. How many limited English proficient employees do you supervise?

We appreciate your interest in our program.

Yours truly,

Jane Cruz

Jane Cruz
Coordinator
English in the Workplace

APPENDIX D-2

STUDENT NEEDS ASSESSMENT

1. To do your job, do you have to communicate with

	Never	Some-times	Often	Always
a supervisor?				
a co-worker?				
an assistant supervisor?				
students?				
teachers?				
the principal?				

2. When you communicate, do you speak to the following people?

your supervisor?				
a co-worker?				
students?				
teachers?				
the principal?				

3. Do you need to write anything to the following people?

your supervisor?				

	Never	Some-times	Often	Always
a co-worker?				
teachers?				
the principal?				

4. To do your job, do you have to read

memos?				
labels?				
directions?				
notices?				
schedules?				
signs?				
evaluations?				
maps?				
vouchers?				
receipts?				
inventories?				

APPENDIX E

2 Purpose of the Test: Assessment and Monitoring

Adults of limited-English speaking ability who wish to participate in bilingual vocational training programs have various levels of proficiency in English. Some may speak no English at all. Others may be able to follow simple directions in English but cannot respond in English. Some may be able to understand and produce the basic structures and vocabulary of the English language but cannot process the more-technical language required in the vocational setting. When such persons enroll in a bilingual vocational training program, some estimate of their level of English-speaking ability must be made in order to provide them with appropriate instruction and to determine the amount of improvement in English achieved during the training period.

Currently there are no adequate tests available that allow project directors or instructors to plan for the instructional needs of persons of limited-English-speaking ability. Although instruments have been developed to determine the level of English proficiency of children, these tests are not appropriate for an adult population. Furthermore, most of the English-proficiency tests developed for adults were designed to test the language required for college and university work. There is, then, a need for a test appropriate to adults who wish to participate in a vocational training program.

The BVOPT has a dual purpose:

- to screen people for enrollment in a bilingual vocational training program, and
- to determine the gain in English proficiency achieved during the training period.

Though designed specifically for one kind of program – bilingual vocational training – this Test would be appropriate for any program whose students are adults, limited speakers of English, and involved in learning either vocational or life skills. Manpower programs, adult basic education programs, continuing-education programs, and special education programs of many kinds may use the BVOPT for the purpose of adapting instruction to the special needs of the limited speaker of English.

WRITING SAMPLE
ENGLISH IN THE WORKPLACE

PRE-TEST

Location _____

Name _____

Date _____

Choose one of the following to write about. Circle your choice; write as much as you can. Do not use a dictionary. Do not let anyone help you. If you leave the room, give the teacher your paper.

1. Describe your job
2. Tell about your supervisor
3. Write about your country

WRITING SAMPLE
ENGLISH IN THE WORKPLACE

Location _____ Name _____

Date _____

Choose one of the following to write about. Circle your choice; write as much as you can. Do not use a dictionary. Do not let anyone help you. If you leave the room, give the teacher your paper.

1. What I learned in this class
2. Why taking English classes is important
3. What I do in my job
4. An accomplishment I am proud of

EXP B-1 1986

APPENDIX F

OFFICE OF PLANNING AND ORGANIZATIONAL DEVELOPMENT
Walnut Hill Center

COMMUNICATIONS SKILLS CLASSES - SPRING 1987

INFORMATION FOR INSTRUCTORS

In an effort to clarify the Office of Planning and Organizational Development (OPOD) requirements for the Communications Skills Classes, the following information is provided for instructors. All forms you will need are included in this packet as well as school courier (pony) envelopes for your use. Completed forms/lists/reports are to be sent to Mary Lee Herzing, OPOD, Walnut Hill Center in the school courier (pony). For any additional information, contact Mrs. Herzing at 698-0400.

1. CLASS LISTS

Two copies of the class list including all registrations received by the Office of Planning and Organizational Development are included. Please update the list as necessary and return one to OPOD, Walnut Hill Center, after the third class meeting (January 28, 1987). It is important that OPOD records be up-to-date at all times. Copies of the student registration forms are also attached.

Each student who has not previously registered (not on class list), must complete a registration form, have it signed by his/her principal/program manager, and returned to OPOD immediately.

2. RELEASE OF INFORMATION FORMS

Each student is to sign a Release of Information Form at the first class meeting. They are to be returned to OPOD immediately.

3. ATTENDANCE REPORTS

Because employees are being given released time to attend class, it is important that their principals/program managers be informed on a regular basis regarding their attendance. Submit a Communications Skills Class Attendance Record form to OPOD on a monthly basis.

4. PROGRESS REPORTS

At the end of the session (April 29, 1987), a progress report must be completed for each student and sent directly to OPOD.

COMMUNICATIONS SKILLS CLASS

RELEASE OF INFORMATION

I authorize the Office of Adult and Community Education to release information regarding my attendance and progress in the Communications Skills class for support services employees to the Office of Planning and Organizational Development and to the principal/program manager of the department/office/ school to which I am assigned.

_____ _____

Signature Date

COMMUNICATION SKILLS CLASS ATTENDANCE RECORD*

Class: _____ Month: _____

STUDENT NAME	TELEPHONE	DATE OF CLASS													TOTAL HOURS
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
	TOTAL HOURS														

Absence Key: AL - Annual Leave
S - Sick Leave
W - Work-Related Absence

179

180

*Return to the Office of Planning and Organizational Development, Walnut Hill Center, at the end of each month.

COMMUNICATIONS SKILLS CLASSES

REGISTRATION FORM

Class: (check one) ____ English as a Second Language (ESL) ____ Basic Skills

Name: _____ Social Security Number: _____

Work Location: _____

Telephone Number: (work) _____ (home)_____

Address: _____

Did you finish high school? (yes) _____ (no) _____

Language spoken at home: _____

Location: Check location most convenient to your work site:

_____ Franklin Intermediate School, (3300 Lees Corner Rd., Chantilly)
_____ Pimmit Hills Center (7510 Lisle Ave., Falls Church)
_____ Robinson Secondary School (5035 Sideburn Rd., Fairfax) (basic skills only)
_____ Twain Intermediate Center (4700 Franconia Rd., Alexandria)
_____ Woodson High School (9525 Main St., Fairfax) (ESL only)

Dates: Monday, Wednesday, and Friday - January 23 through April 29, 1987
(There will be no classes on February 16 and April 13, 15, and 17.)

Time: 2:15 - 4:15 p.m. at Pimmit Hills Center and Robinson Secondary, Twain Intermediate, and Woodson High Schools
2:30 - 4:30 p.m. at Franklin Intermediate School

Tuition: Tuition will be paid by the Office of Planning and Organizational Development in accordance with Regulation 4032 and will count as an employee's FY 1987 tuition assistance eligibility.

RECOMMENDATION: I support the enrollment of the above-named employee in the Communications Skills Class, and I understand that some release time will be necessary. I have informed the employee that attendance will be taken at each class, that absences will be reported to me, and that I will be informed regularly concerning his/her progress.

_____
Signature of Principal/Program Manager

RETURN THIS REGISTRATION FORM BY JANUARY 9, 1987, TO:

Mary Lee Herzing
Office of Planning and Organizational Development
Walnut Hill Center

181

English as a Second Language Communications Skills Class

Progress Report for Session (Season/Year) _____

Student's Name _____ Teacher's Name _____

Date of Enrollment _____ Date of Termination _____

Work Location _____ Reason for Termination _____

Class Location _____ Attendance _____

APPENDIX G

FAIRFAX COUNTY
PUBLIC SCHOOLS

Department of Career and Resource Development Services

Office of Adult and Community Education
7510 Lisle Avenue
Falls Church, Virginia 22043

Dear Supervisor,

_____ recently completed a _____ hour course in Communication Skills/English as a Second Language. In order to evaluate our program and curriculum and to improve them for next year, we would like feedback fron you concerning the progress and/or improvement of your employee. Thank you for your time.

Did the course help the employee in the following areas:

	Yes/No	Comment
1. Understanding verbal instructions		
2. Asking for clarification		
3. Understanding written instructions		
4. Communicating in English		
5. Using telephone skills		
6. Reporting accidents		
7. Understanding safety procedures		
8. Interacting with co-workers		
9. Receiving/understanding criticism		
10. Receiving/understanding praise		
11. Self-confidence		
12. Interest in work		
13. Pronunciation		
14. Other		

On a scale of 1 to 5, 1 being the lowest, please answer the following:

1. Were you satisfied with the training your employee received.

   1 2 3 4 5

2. Was the training course valuable to the employee?

   1 2 3 4 5

3. Should the Communications Skills Class be offered by the Office of Planning and Organizational Development again next year?

   1 2 3 4 5

What recommendations would you have for the next Communications Skills Class?

Thank you for your time and support. We have enjoyed working with your employees over the past year and look forward to a productive new school year.

Yours truly,

Jane Cruz

Jane Cruz
Coordinator
English in the Workplace

STUDENT EVALUATION

Check all answers that are true for you.

1. I learned to speak better English

_____ to my supervisor.

_____ to my co-workers.

_____ to my friends.

_____ on the telephone.

_____ at the clinic.

_____ at the grocery store.

2. I can now use English

_____ to ask for help.

_____ to ask for directions.

_____ to give instructions.

_____ to explain a problem.

3. I understand better

_____ when my supervisor tells me to do something.

_____ when I talk to my friends in the lunch room.

_____ when my supervisor speaks to me.

_____ when my co-workers ask me questions.

_____ when I hear an announcement.

4. I learned to read

_____ memos

_____ signs

_____ labels

_____ directions

_____ notices

_____ inventories

_____ evaluations

_____ schedules

_____ maps

_____ vouchers

_____ receipts

5. I learned to write

_____ memos

_____ notes

_____ information on forms

_____ about my job

_____ to request a transfer or promotion

6. I would like to

_____ continue classes at work.

_____ go to English classes outside of work.

_____ stop going to English classes.

7. What did you like most about the class?

8. Do you think you English is better now?

9. Do you feel more comfortable at work?

APPENDIX H

ACKNOWLEDGMENTS

The Communications Skills classes are offered by the Office of Planning and Organizational Development in cooperation with the Office of Adult and Community Education.

Our sincere appreciation goes to the following teachers and their volunteer assistants:

Location	Instructors	Volunteer Assistants
Basic Skills		
Franklin Intermediate School	Ruth Lee	Mary Donovan Donna Sewell
Pimmit Hills Center	Bette Hinkle	Rose Loeffler
Robinson Secondary School	Mary Finkel Angela Riedel	Kathryn Brooks Ann Gunderson
Twain Intermediate School	Ann Darden	Karen Hymo Martha Jones Elliott Thacker
English as a Second Language		
Pimmit Hills Center	Robin Schrage	George Tymoreh Va Yates
Twain Intermediate School	Leslie Weaver	Alice Godwin Carol Miller Luella Murri Elizabeth Raines Sue Smith
Woodson High School	Karen Berger Laurie Chertock	

Fairfax County Public Schools
Department of Staff Development, Planning, and Evaluation
Office of Planning and Organizational Development

RECOGNITION CEREMONY

Communications Skills Program

Fairfax High School
May 20, 1987
2:30-4:00 p.m.

1986-87 CLASS PARTICIPANTS

Basic Skills

FRANKLIN INTERMEDIATE SCHOOL

Yvonne Austin
Arnold Brisker
Linda Butler
Mae McTague
Thelma Wells
Lola Place
Irene Vaughn
Barbara Wenger
*Michael Williams

PINNIT HILLS CENTER

Betty Donaldson
Brian Pemperman
*Linda Lansdown
Mabel Larco
*Harrison Hanson
*Edith McCray
*Jorge Nucino
*Thomas Spriggs
*Gladys Sutton

ROBINSON SECONDARY SCHOOL

Annette Adkins
Robert Allen
Robert Caldwell
*Albert Carlisle
Hattie Culbreath
*Wesley Dingus
Danny Hall
*Randall Mullins
*Virginia Pierce
*Alvin Stuart
*Edward Thorne
Thomas Thornton
Robert Valentine
*Barbara Washington
*Carlene Webb

TWAIN INTERMEDIATE SCHOOL

Chun Soon Choi
*Linda Curtis
*Thurman Hyman
Thomas Jackson
Mario Jones
Young Soon Kim
*Martha Larios
*Evelyn Majia
*Wallace Odom
*Young Tharp
Frank Walker
Patti Wong

English as a Second Language

PINNIT HILLS CENTER

*Giang Cao
Mary Carpio
*Kyong Sun Chang
Jose Chavez
Thuy Dang
*Lida Diaz
Diego Igarza
*Isabel Jovel
Sung Kang
*Byung Kim
Song Kim
*Soo Sun Kim
Sang Lee
Jorge Mayori
Maria Mayori
Jorge Nucino
*Maria Sanchez
Nam Son
*Roxanne Sanchez
Lan Vu

TWAIN INTERMEDIATE SCHOOL

Byoung Asoh
*Soh Chi Chang
Soo Yon Chin
*Kil Ung Chong
Linda Giron
*Kai Ja Hwang
*Yong Cha Kim
Hak Cha Pippen
Jolanta Popov
Krassimir Popov
Mary Sovereign
Houyot Tran

WOODROW HIGH SCHOOL

Class 1
*Kyung Ae Chang
Kyu Whan Cho
*Ruben Colon
*Evelio Garrido
*Hon Soon Hyun
*Dong Kim
Hee Cha Kim
Hwa Ju Kim
Kye Im Lee
Soon Jae Kim
*Rosa Narvaez
Minh Nguyen
*Khanh Cia Ong
*Aura Marina Rodriquez
Hyun Ho Shin
*Yong Kil Shin
Moon Suk Son

Class 2
Octavio Alfaro
Dulce Alvarez
Maria Chavez
Hak Chung
Fernando Galindez
Maria Galindo
Moises Giron
Jose Hernandez
Ok Hyun Kim
*Min Tok Kim
*Yung Kwon
*Soung Lee
*Virginia Martinez
*Arouna Noumbhaty
Mahin Nuohan
*Francito Nativi
Tot Nguyen
Jasmin Ohanian
*Ok Park
Mariam Pinedo
Jose Antonio Ramirez
Luis Rodriquez
Soon Ja Shinn
Hai Ho Van
*Margarita Vargas
Eun Ja Yoon

*Attended both fall 1986 and spring 1987 classes.

PROGRAM

Welcome:
Dolores Bohen
Assistant Superintendent
Staff Development, Planning, and Evaluation

Greetings:
Robert R. Spillane
Division Superintendent

Students' Remarks:
Linda Lansdown
Ravensworth Elementary School

Seung Lee
Fairfax High School

Alvin Stuart
Kings Parks Elementary School

Entertainment:
Pinnit Hills Choral Group
America the Beautiful
Auld Lang Syne

Presentation of Certificates:
Sylvia Auton
Director
Planning and Organizational Development

Kenneth R. Plum
Director
Adult and Community Education

Planning and Organizational Development

Sylvia Auton
Director

Mary Lee Herzing
Program Coordinator

Adult and Community Education

Kenneth Plum
Director

Elaine Baush, Jana Cruz, and Dolly Whelan
Program Coordinators